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ABSTRACT

This publication provides materials to help adult educators use computer technology in their teaching. Section 1, Computer Basics, contains activities and materials on these topics: increasing computer literacy, computer glossary, parts of a computer, keyboard, disk care, highlighting text, scrolling and wrap-around text, setting up text, databases, spreadsheets, how to tutor with the computer, and references for an introduction to computers course. Section 2, Interesting Websites for Teachers, consists of examples of and sites for the following: clip art, Yahoo!, PC Magazine's top 100 websites, reliable websites recommended for educators, K-12 connections, interesting sites for teachers recommended by the New York State Association for Computers and Technologies in Education, Mitchell's Bookmarks, Literacy Links, Internet Vocational and Technical Resources, social studies resources, science resources, SciEd--Science and Mathematics Education Resources, Ask Science Questions page, literacy websites, and vocational-technical education websites. Section 3, English as a Second Language (ESL), contains a list of ESL and bilingual education websites, games and activities for the ESL classroom, hints and tips for making ESL teaching easier and more fun, and crossword puzzles. Section 4, General Educational Development (GED) Preparation Resources, includes the following: a list of Internet resources; useful sites: software companies, teacher sites, and education resources; Blue Web'n Learning Sites Library; GED skill list; and sample lessons from the Internet. (YLB)

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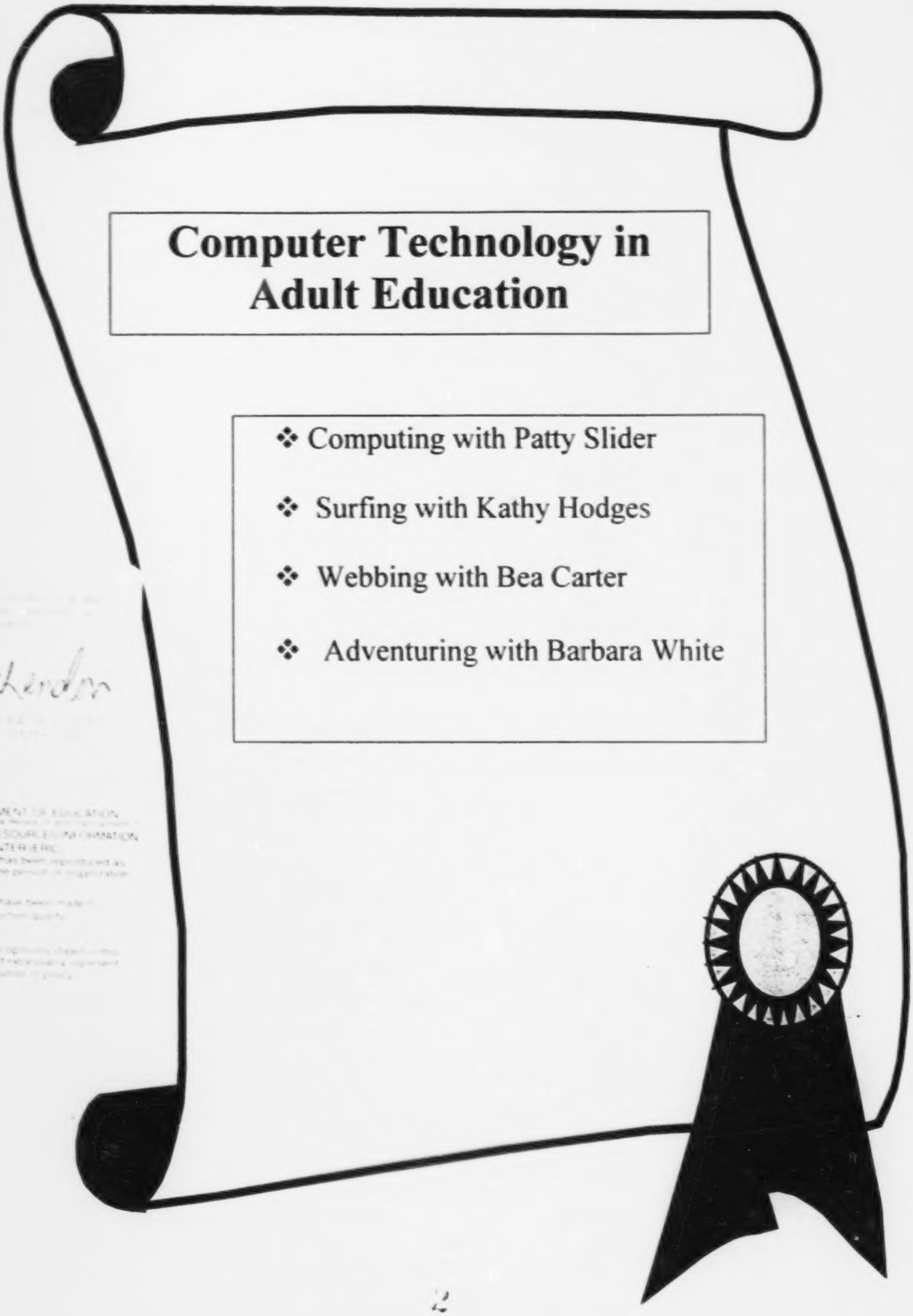

Computer Technology in Adult Education

- ❖ Computing with Patty Slider
- ❖ Surfing with Kathy Hodges
- ❖ Webbing with Bea Carter
- ❖ Adventuring with Barbara White

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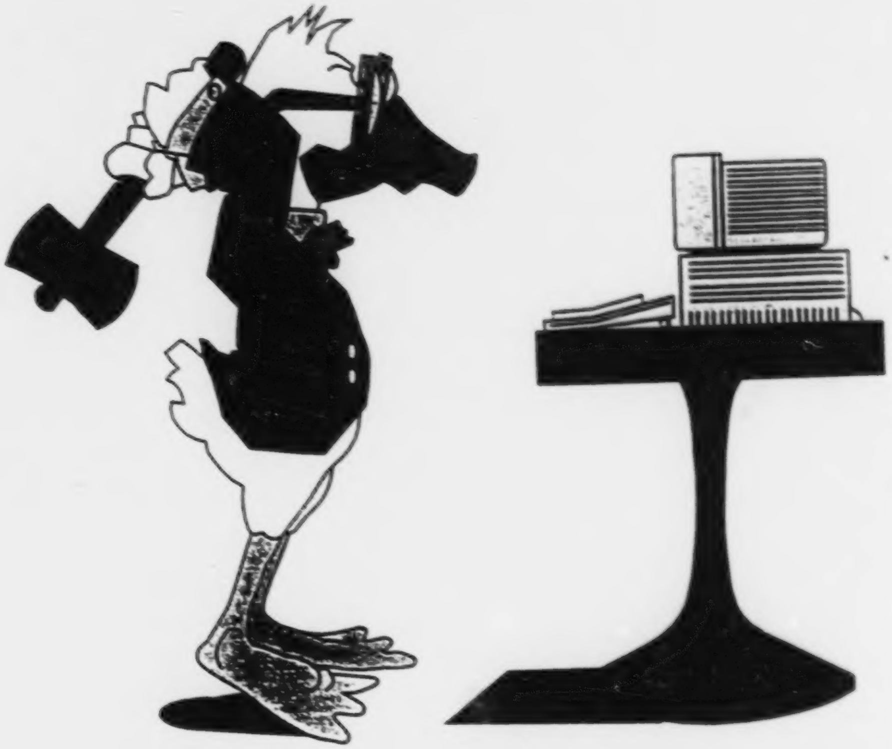
IF YOU FEEL THIS WAY ABOUT COMPUTERS, THEN YOU'RE IN THE RIGHT PLACE! COMPUTERS REALLY DON'T BYTE!

COMPUTER BASICS



LEARN TO LOVE YOUR COMPUTER

http://gurukul.ucc.american.edu/outreach/literacy.html

Tips on How to Increase Your Computer Literacy

- Realize that in the computer world, everyone is learning. No one knows everything!

- Don't be overwhelmed by the immensity of the computer world. Define your needs and start with one of them

- Find a computer using friend who has patience with you and can translate the computer jargon into English. Don't be intimidated by people who use big words and don't have patience. Many of them don't really know what they're talking about anyway.

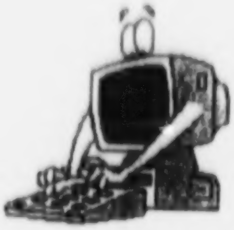
- The best way to learn something is to pick a project that your are interested in (and that is not urgent!) – for example: making a flyer, typing your resume, or researching a topic. Then, set aside a day or several hours and begin. You will learn a lot from your mistakes—making you a much better user in the future.

- Learn to rely on the hints that the computer gives you. Look at the menu headings, messages at the bottom of the screen, and pictures. Learn how to use the help system.

- Once you learn one application, you can probably use the same principles in the next one you learn.

- Don't be intimidated by the books and manuals. If it doesn't make quick sense to you, then look for another one. There are many great manuals which are written in user-friendly terms: Computer's for Dummies, Murphy's Law of Computing, etc…

- The more you learn … the more you learn.



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Computer Glossary

Application Software—helps you perform a specific job on your computer.

Artificial Intelligence (AI)—is when a computer seems to be thinking like a human.

Babbage, Charles—is known as the Father of Computers.

BIT—a Binary DigIT, 0 or 1, it is the smallest unit of data that a computer can process.

Byte—is equal to eight BITS of data.

Cathode Ray Tube (CRT)—is inside the monitor.

CD-ROM—stands for Compact Disk-Read Only Memory.

Central Processing Unit (CPU)—is the brain of your computer.

Characters—are letters, numbers, and symbols that are used on your keyboard.

Chip—is a single integrated circuit made of silicon.

Circuit—is a set of electronic parts that perform a particular job in an electronic system. It is the path which electricity follows.

Clip Art—is a collection of already made graphics in a program.

Computer—is an electronic machine.

Computer System—are all the parts of the computer together. It is made up of the CPU, memory, peripheral devices, and the operating system.

Data—are facts you give to your computer.

Database—is a collection of similar files.

Daughterboards—are circuit boards which are connected to the expansion slots on the motherboard of your computer.

Delete—is to erase text or graphics.

Desktop Publishing—is an application program which has both text and graphics capabilities.

Document—is the whole and finished text.

Disk or Diskette—is a reusable storage device.

Disk Drive—is the part of your computer which reads programs and data from your disk.

DOS—stands for Disk Operating System.

E-mail—is the electronic mailing of personal letters from one computer to another.

Expansion Slots—are where smaller daughterboards are connected on the motherboard.

File—is a collection of related records or a simple unit of storage.

Filename—is characters chosen for a name to a particular file.

Font—is the different style of lettering that characters can be.

Format—is initializing a disk to be used by a computer.

Function Keys—are a set of keys with special assignments, found on the top row of a keyboard.

Graphics—are computer pictures.

Hard Copy—is a piece of paper that has your printed work on it.

Hard Drive—is found inside your computer. It stores and saves everything you put into the computer, even after you turn it off.

Hardware—is all the parts of a computer you can see and touch.

Highlighting—is the process of making part of your text stand out to select it for editing.

Icon—is a small picture or symbol of a computer command or function.

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Computer Glossary (cont.)

Input—is data manually put into a computer.

Internet—is the information superhighway.

Keyboard—is a peripheral device that lets you talk to a computer.

Memory Unit—is the part of the CPU where data is stored—RAM and ROM.

Menu—is an on-screen display listing your choices within a program.

Microcomputers—are personal and desktop computers we use today.

MODEM (MOdulator/DEModulator)—changes a computer's code into signals that can travel over telephone wires.

Monitor—is a peripheral device producing an on-screen display.

Motherboard—is the system board of a computer.

Mouse—is an input device used for moving a cursor on the screen.

Multimedia—is a combination of text, sound, graphics, photographs, and/or video, using various types of media equipment.

Output—is information displayed or given out from a computer.

Peripheral—is each separate input or output device attached to a computer system.

Pixel—is the smallest part of a picture that a computer screen can show.

Point Size—is the different sizes of characters on a page.

Print—is making a hard copy of a computer's screen.

Printer—is a device attached to your computer that prints onto a piece of paper information processed by your computer.

Processing—is the use of data by a computer, changing it into information you can understand.

Program—is a set of instructions for your computer.

Random Access Memory (RAM)—is the computer's main workplace. It is temporary memory, because once you turn off the computer, all its contents will be erased.

Read Only Memory (ROM)—is a permanent memory chip inside a computer. Its contents cannot be changed or erased.

Save—is putting your work into a permanent storage area.

Scanner—is a device which you can use to copy a picture or words from a printed page onto your computer screen.

Screen—is the display area on the monitor.

Scrolling—is the movement of text up and down on a screen.

Software—is programs that run on your computer.

Spreadsheet—is a program used to create and edit rows and columns of numerical data.

Telecommunications—is the electronic movement of data from one place to another.

Text—is words, sentences, and paragraphs made up of characters.

User Friendly—is a term used to express the fact that most software programs provide step-by-step directions which make them easy to use and understand.

Windows—is a program many computers use to organize the files within a computer.

Word Processing—is an application software program specially designed to create letters and reports.

World Wide Web (WEB)—is the main feature of the Internet.

Wrap-around Text—is when you get to the end of a typed line and your computer automatically starts the next line below it.

Parts of a Computer

Computers are made up of many parts, just as we have arms, feet, hands, a head, and more. When all of the different parts of a computer are connected together, it is called a computer system. On the picture below you can see all the different parts of the computer system. Each separate part is called a peripheral. Also, each part that you can touch is called hardware.

Activity: Match the parts of a computer system by putting the correct number from the picture of the computer system next to the correct part.

________ **Keyboard**—is used to type information.

________ **Monitor**—is where you can see visual graphics and information.

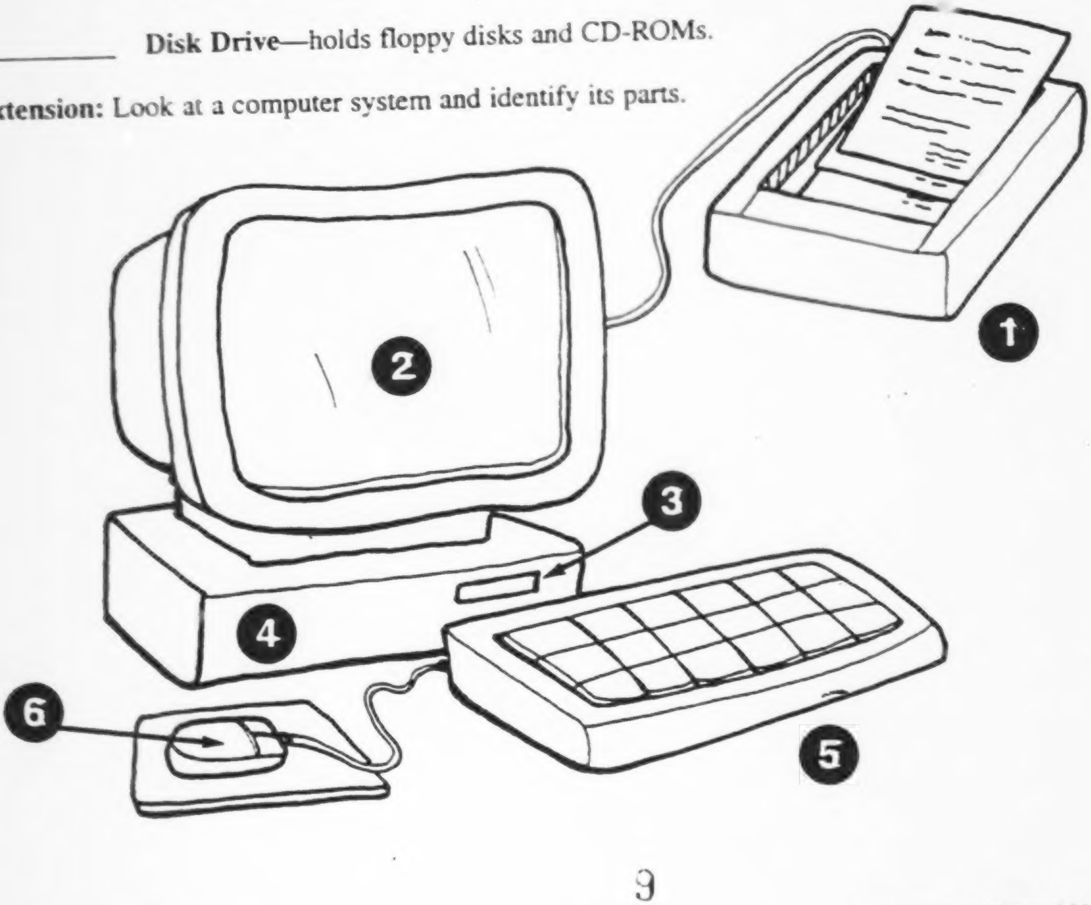
________ **Printer**—makes a paper copy of what is displayed on the monitor.

________ **CPU**—contains all the chips necessary for the computer to operate.

________ **Mouse**—is used to move the cursor around on the screen. You can also draw with it.

________ **Disk Drive**—holds floppy disks and CD-ROMs.

Extension: Look at a computer system and identify its parts.



The Keyboard and Its Keys

The keyboard allows you to communicate with a computer by allowing you to type commands into a computer. You press the keys on the keyboard to tell a computer what to do.

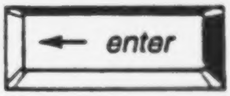
QWERTY is the name of the keyboard we use most commonly today. Can you guess why your keyboard is named QWERTY? Look at your keyboard. Do you see these letters on your keyboard? They are all located at the top left side of the keyboard. This is how the keyboard you are using got its name. There are 101 keys on a keyboard. Many of them are letter and number keys. We are now going to learn about some of the other keys.

Function Keys

These are the keys at the very top of the keyboard. Do you see them? Each one of them has a special function or purpose. F1 is the key you would press if you need help while you are working on a computer. Then a set of instructions will appear for you to follow. How the other function keys work depends upon each different software program that you are using. Each key has a certain job that it will carry out.

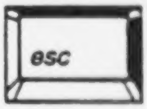
F1 F2 F3 F4 F5 F6 F7 F8 F9 F10 F11 F12

Enter Key



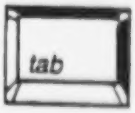
When you are typing, the enter key is used to tell the computer to start a new line at the end of a paragraph. It also tells the computer to carry out commands when working with a software program. A command is an order that you give to a computer.

Escape Key



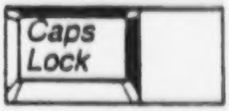
Escape means to exit. This key is used when you want to exit a program, or stop working on a part of a program, and go back to the beginning.

Tab Key



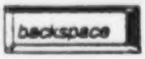
The tab key has been pressed to indent this sentence, which will be the beginning of a paragraph. Each time you want to indent a paragraph, you have to press the tab key.

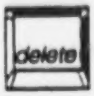
Caps Lock



THE CAPS LOCK KEY HAS BEEN PRESSED TO TYPE ALL THESE LETTERS IN UPPER CASE, OR CAPITAL LETTERS. You can also hold down the shift key and then press the letters to make capital letters.

Backspace and Delete





What do you do if you type a mistake or decide to erase a word, sentence, or entire paragraph? The keyboard has two keys that you can use to erase letters, words, and even paragraphs which you have already typed.

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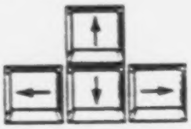
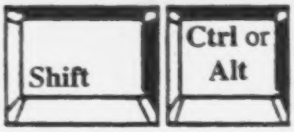
The Keyboard and Its Keys (cont.)

Arrow Keys



These four keys are known as the arrow keys. They move the cursor around on the screen without erasing any text. A cursor is a blinking box or line that acts like a pointer on the screen. It lets you know where the next letter will appear when you type.

Control, Alt, and Shift



There are three keys that you can press, and nothing will happen. Try pressing each of these keys. Did anything happen? Probably not; these keys will not work on their own. They must be used with another key to accomplish a task or carry out a command. How the ctrl and alt keys are used depends upon the program you are working in. Remember, the shift keys are used with the letter keys to make capital letters.

Spacebar

This key is probably used the most of all the keys. It is used to put a space between the words that you type. Could you imagine what it would be like to try to read this book if it did not have any spaces between the words? Let us give it a try.

Activity: In the sentence below, draw a line where the spacebar should have been pressed to put a space between the words.

Ienjoyworkingwithcomputersbecausetheyarefunandeasytouse.

Do you see the set of keys to the right of your keyboard? These keys can be used as a calculator. Can you find the + and - keys? They are used for addition and subtraction. But, do you see the division and multiplication signs? On your keyboard, the * key is the key you use to multiply, and the / key is the key you would use to divide two numbers.

Extension: Fill in the correct symbol in each math problem below.

2		3	=	5
30		10	=	3
7		9	=	63
46		5	=	41

Proper Disk Care

All disks must be cared for properly. If they are not, you take the likely chance of destroying your disk, as well as losing all of the information stored on your disk. This would include any information you have inputted onto it or a software program that was originally written on it. Below are some rules to follow so you will be able to protect the life of your disks (i.e., floppy, CDs, laser):

- Handle by the label only—NEVER touch the disk itself.
- Do not touch the metal part of your 3.5" disk.
- Do not bend your disk.
- Do not drop it on the floor.
- Keep it dry and clean.
- Keep it out of the direct sunlight and away from heat.
- Do not keep it in freezing temperatures.
- Never put it on top of your computer, monitor, microwave, TV, or near any magnetic field. Remember, disks are formatted magnetically, and exposure to magnetism of any kind will make "alphabet soup" of the information that was arranged on your disk.
- Never write directly on your disk—Write on the label first and then attach it to your disk.
- Keep all disks stored in jackets, boxes, or cases. Store disks standing upright.
- Hold CD-ROMs by the edges—Never touch the surface of the disk.

Activity: Draw a picture in the box on the left, showing the wrong way to handle a disk. In the box on the right, draw a picture showing the correct way to handle a disk.

Extension: Why would you never place your disk on top of your monitor?

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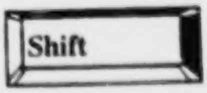
Highlighting Text

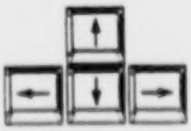
Whenever you want to do something with the text that is in your document, you must first tell the computer which text you would like to change. How do you tell the computer which word you want to underline or italicize, what sentence you would like to boldface, or where the title is that you want to center on the top of your report?

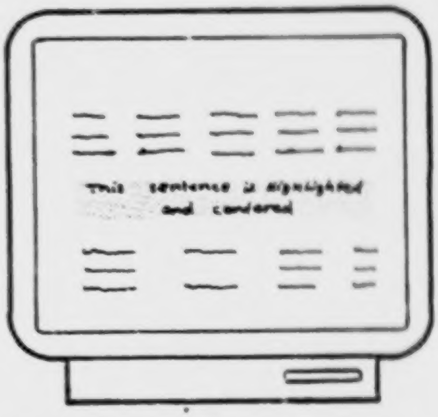
What you must do is highlight the text of your choice. It is just like using a highlighting marker on words or sentences in a book or on notes that you would like to have stand out.

The easiest way to highlight text is to use your mouse. First, put the mouse arrow at the beginning of the word, sentence, or sentences you want to highlight. Then hold down your mouse button, move the mouse to highlight the text that you want, and then let go of the mouse button.

On your screen, your highlighted text will have a black background. You can also use the shift key and the arrow keys to move the cursor to highlight text.







Activity: Match one of these four word processing terms by writing the correct word in front of each example:

Underline Boldface Italics Centered

__________ A Report About Computers

__________ The keyboard, CPU, and a monitor are parts of a computer.

__________ **I can use a mouse to highlight text.**

__________ *The mouse and printer are also parts of a computer.*

Extension: Practice highlighting text on your computer.

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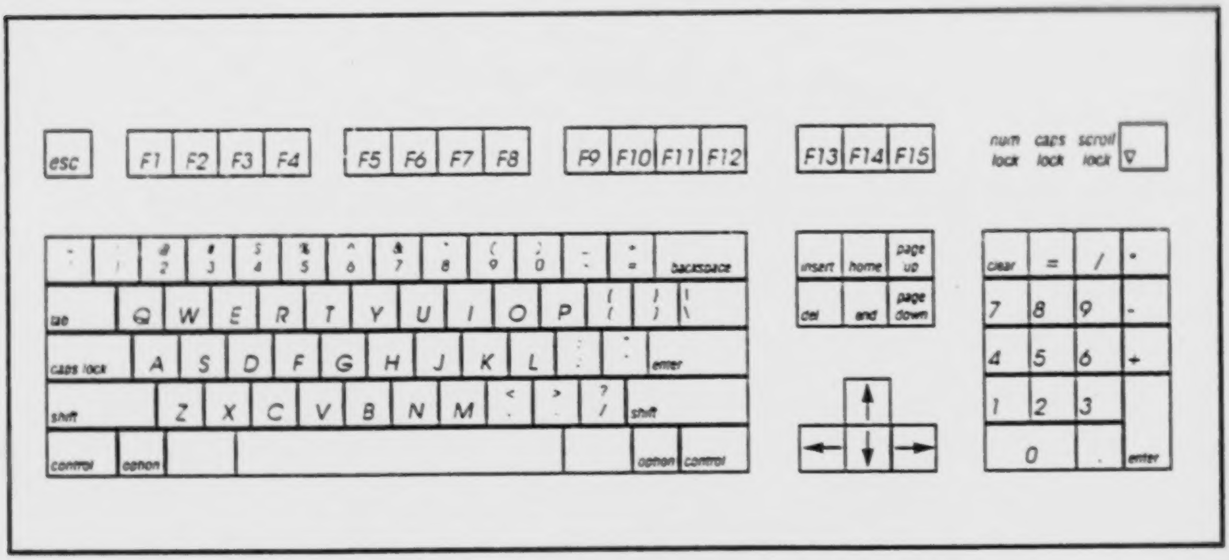
The Keyboard

Look at the keyboard below. It is like the one you use with your computer.

Activity: Now look at the directions below and complete the following:

1. Put an X on the letters that spell your first, middle, and last names. (If a letter is used more than once, only X it one time.)
2. Color red the numbers in your phone number.
3. Find the spacebar. Write the word "space" on it.
4. Draw a blue question mark on the key with the question mark.
5. You have finished typing a paragraph and want to go to the next line. Color purple the key you would press.
6. To begin a new paragraph you must indent first. Color brown the key you must press.
7. To type an uppercase letter, you can hold down the shift key and press a letter, or you can press this key instead. Color this key yellow.
8. You use these keys to move the cursor around on the screen without erasing anything. Color them black.


esc
F1 F2 F3 F4
F5 F6 F7 F8
F9 F10 F11 F12
F13 F14 F15
num lock
caps lock
scroll lock
backspace
tab
Q W E R T Y U I O P
caps lock
A S D F G H J K L
enter
shift
Z X C V B N M
shift
control
option
option
control
insert
home
page up
del
end
page down
clear
=
/
7 8 9
-
4 5 6
+
1 2 3
0
.
enter

Extension: Practice using the different keys on the keyboard by typing a short story.

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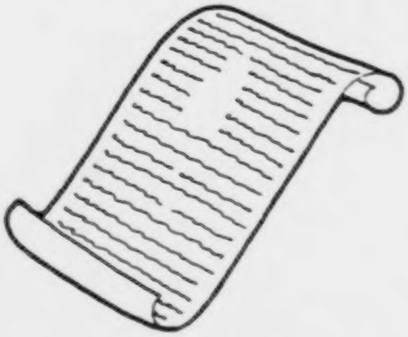
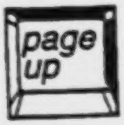
Scrolling Text and Wrap-Around Text

What happens when you come to the bottom of the screen and you still have more text to type? Do not panic! You still have lots of room to continue typing. Your computer's monitor can only display a small part of your document at one time.

Think of your computer as having an imaginary scroll inside of it. A scroll is a roll of paper. Scrolling is the movement of text upward as a new blank line appears at the bottom of the screen. Your text is not lost: it just moves upward and out of sight for awhile. You can use the Page Up and Page Down keys to look up and down in your document.





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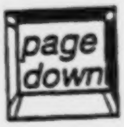
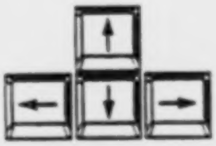


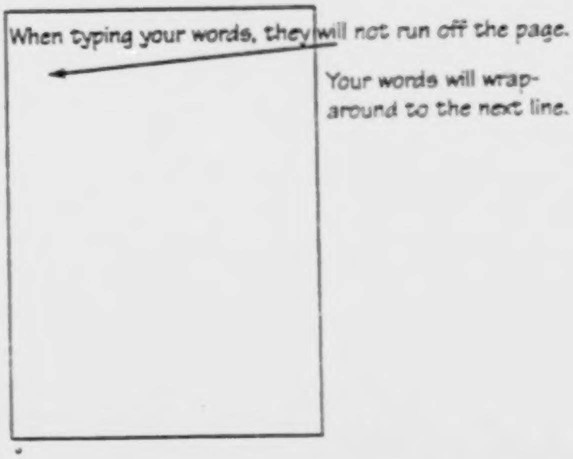
Do not forget that you can also scroll with the arrow keys.



A word processor will automatically end each page and start a new page for you as you scroll along. The end of a page will usually be shown by a little arrow on the bottom of your screen.

>

When you type using a word processing program, what will you do when you come to the end of a line at the right of your screen? Will your words run off the screen? Absolutely not. Word processors have wrap-around text built into them, which means that when you get to the end of a line, the computer will automatically go to the next line below the one you have typed. However, if you want to start a new paragraph, you must hit the enter or return key to move the cursor to the next line.


When typing your words, they will not run off the page.
Your words will wrap-around to the next line.

Activity: Answer yes or no to the questions below.

1. Do you have to hit the enter or return key every time you get to the end of a line? ____________
2. Will your text be lost forever when it scrolls and disappears off the top of your screen? ________

Extension: As you are typing text, using a word processing program, watch for scrolling and wrap around of your text.

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Setting Up Your Text

Margins

There are four margins on your page. These are the blank spaces on the right and left sides of the page, as well as the top and bottom of a page. All word processing programs automatically set a 1" margin at the top and bottom of your page and a 1.25" margin to the left and right. There may be a time, though, when you want to change your margins. Maybe you would like to fit just one more short paragraph onto your page so you will not have to print onto two separate pages. If you change your top or bottom margin from 1" to .5" or your left and right margins from 1.5" to 1", you will have more room on your page.

Justification

Justification is how you place your lines of text along the left margin, the right margin, or both margins.

Left justification is most common. Text is lined up against the left side of the page. This paragraph and the paragraph above are left justified. Most documents are left justified.

Right justification aligns your text along the right margin. This would not be common or right for an entire document but may be for an address on the right top of a letter. This paragraph is right justified.

Full justification is when your text is lined up evenly on both the left and right margins. It stretches out your words and letters like this so that they meet the left and right sides of the page. You will find justified text in newspapers and magazines.

Centering

Centering your text means to put your text in the exact center of a page. This will draw attention to a specific sentence or paragraph that you would like to stand out on your page. Centering is useful when you want to put a title on top of a page of a report. You do not have to guess and measure because the computer knows exactly where the center of the page is and will do it for you.

A document can have all three types of justification on each page. You can change your text by pressing the related command in your word processing program.

Activity: Look on the next page to see a sample letter written with margins and justified and centered text.

Extension: Learn how to set margins and center and justify text with your word processor.

What Is a Database?

A database is a collection of related data. Your phone book is an example of a database. It arranges names, addresses, and phone numbers in an organized manner. A database lets you locate and get information easily. The parts of a database are shown below:

- The smallest amount of information that you can input into a database is called a field.
- A collection of two or more related fields is called a record.
- A collection of related records is called a file.
- In the database below, there are seven fields in each record.
- In the database below, there are nine records in the database file called My Phone Book.

Sample Database: My Phone Book

Last Name	First Name	Street Address	City	State	Zip Code	Telephone No.
Bellak	Dona	3 Spring Road	Setauket	NY	11733	555-9033
Fitness	Daphnie Rose	32 Step Ave.	Lake Grove	NY	11755	555-3995
Frankel	Mary Ann	18 - 12th St.	Babylon	NY	11704	555-9483
Gioia	Lena	6 Hillside Ave.	Amawalk	NY	10501	555-7942
Martins	Manny	923 Bauer St.	Mineola	NY	11501	555-8434
Matias	Dulce	201 Roslyn La.	Canton	NY	86435	555-8241
Michaels	Laura	2 Duval Circle	Islip	NY	11730	555-6159
Prisco	Mollie	62 Peter's Path	Hyde Park	NY	11040	555-7833
Ryan	Alice	111 Bethny Ct.	Commack	NY	11725	555-3122

Activity: What are the seven fields in the database above?

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

How many records are there in this database? ______________________

What is the name of this database file? ______________________

Extension: On your computer, make a database of all the members of your class.

What Is a Spreadsheet?

A spreadsheet lets you arrange numerical data into a chart. Then, after entering specific formulas, the spreadsheet software will automatically calculate your work. Spreadsheets are used to save time when doing large calculations. For example, if you wanted to add 100 numbers with a pencil and paper, it would probably take you a long time. To add these same 100 numbers on a calculator would take less time. However, if you were to put these numbers into a spreadsheet, it would take less than one second for a computer to add the numbers, error free.

A spreadsheet looks almost like a database. It is made up of columns and rows. Columns go down and rows go across. A cell is where a column and row meet. The whole work sheet is called a grid. Columns have letters on top of them, and rows are numbered on the left side. Each cell is identified by its column letter and then its row number. This is known as the cell address. Look at the example below:

	A	B	C	D	E
1					▨
2					
3			■		
4					

The shaded cell above is identified as C3.

1. What is the address of the cell with the slanted lines above?
2. Put the number 46 in cell address A2.

To put data into your spreadsheet, all you have to do is highlight a cell and then type in your data. Once your numerical data is entered, you can use formulas or equations which will tell the computer to automatically compute an answer for you.

When you are using a mathematical symbol on a computer, the computer uses symbols called computer notation. Look at the following keys:

+ addition - subtraction * multiplication / division

Activity: Fill in the blanks below with the correct computer symbols, making the math problems work. One has already been done for you.

1. 45 ___+___ 36 = 81

2. 48 _____ 8 = 6

3. 9 _____ 6 = 54

4. 63 _____ 32 = 31

Extension: Try to locate other sources to learn more about spreadsheets and formulas.

Hey You— [illegible]

The next time you get tired staring at your computer screen, start batting your eyes at it.

Most people, whether they are logged on at work or at home, forget to blink as often as they should, causing their eyes to dry up. That often translates into itching or burning eyes, double vision, or blurriness.

A study by the National Institute of Occupational Health and Safety shows that nearly 90 percent of employees who work with computers for more than three hours a day suffer some form of eyestrain.

"Few people stop to consider the downside of technology," says Stanley Teplick, M.D., an ophthalmologist and member of the Better Vision Institute advisory council in Rosslyn, Virginia. "Computers are very hard on the eyes."

Another way to protect your peepers, says Dr. Teplick, is to avoid that other major eye vexation—glare. Some tips:

- Don't keep a bright light right behind your computer screen, and don't put your computer in front of a large window. You shouldn't work in the dark, either. The contrast between the light from your computer screen and the lack of background light can really strain your eyes.
- Take a 10-minute eye break every hour. Find something else to do at your desk or get a drink of water. If your eyes still don't feel better, see your eye doctor.

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BETTER HOMES AND GARDENS.
MAY, 1997, PAGE 76

HOW TO TUTOR WITH THE COMPUTER

Time and history can be divided into BC and AC: Before Computers and After Computers.

Back in BC, people had to do almost everything by hand. They had to learn to read, write, and do math from books and with paper and pencil. But some people couldn't learn this way.

Then, technology brought us the COMPUTER and we reached the era of AC. Now, the computer not only does thousands of tasks in business and industry, but also is at work in education.

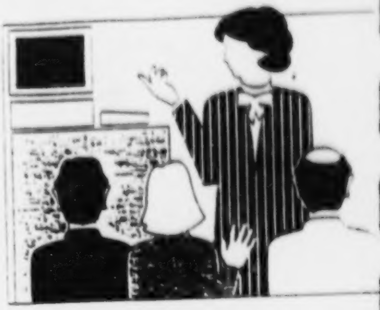
In the United States today, one of every five adults lacks basic reading, writing, and math skills. Although literacy programs are serving thousands of people, millions more need literacy education.

With the right software, the computer is proving to be a valuable tool in literacy programs. Recent research shows that adults attend more regularly and complete literacy programs in greater numbers when their learning is computer assisted and under the direction of a skilled teacher or tutor. Some have achieved literacy in a shorter amount of time than in traditional tutoring without a computer.

The computer is especially useful with adult learners because it provides immediate feedback, ensures privacy, allows for individualization, encourages each learner to control the pace of learning, and is flexible.

Used by a skilled teacher or tutor, the computer can be a boon to literacy programs. But because most people learn best from other people, regular contact with a teacher/tutor is essential. **The computer can assist in the literacy process but it cannot replace the human contact.**

HOW TO TUTOR WITH THE COMPUTER



Computer-assisted instruction is a powerful and highly efficient tool for helping adult learners.

Many adult learners perceive computer-assisted instruction to be less intimidating than other forms of instruction.

by
Johanna Pomeroy

© [illegible]

"I don't know much about the computer. How can I use it to tutor?"

I would like to use the computer, but I don't know how...

Many teachers and tutors learned to read in BC. Although they are willing to use the computer in working with adult learners, it's hard to know where to start.

If you're new to using the computer in working with adult learners in a literacy program, here are some ideas which may help.

- Keep in mind that the computer is friendly. It exists only to help you. Many people are afraid of a computer at first, and this is natural.
- You can't hurt or break a computer *with normal use*. Of course, you shouldn't drop it, or spill things on it, or hit it, or leave it out in the rain.
- The computer provides another way to get information and knowledge. The adult new reader can master facts, make decisions, figure things out, analyze, review, improve concentration, speculate and estimate, see other points of view, and so on.
- The computer ensures a learner's privacy. Only the learner and the teacher know what the learner is doing.
- The computer is infinitely patient. It will never say, "Hurry up, you're taking too much time."
- Educational Activities' software gives immediate feedback. The learner finds out right away if s/he has the answer or needs to try again. The computer can give hints or very brief tutorials to help before the learner tries again.
- Educational Activities' software lets the learner be in control and work at his or her own pace. The learner can do something once and move on or review it thirty times. The learner can work as rapidly or as slowly as s/he wishes.

- The computer makes learning easy. Good software presents a complex skill or task in small steps and helps the learner master those steps. It gives feedback and reassures the learner that the Big Goal is one step closer.

- The computer lets the learner work on what he or she needs. Management systems built into good software programs let a learner work on selected skills and bypass those already mastered.

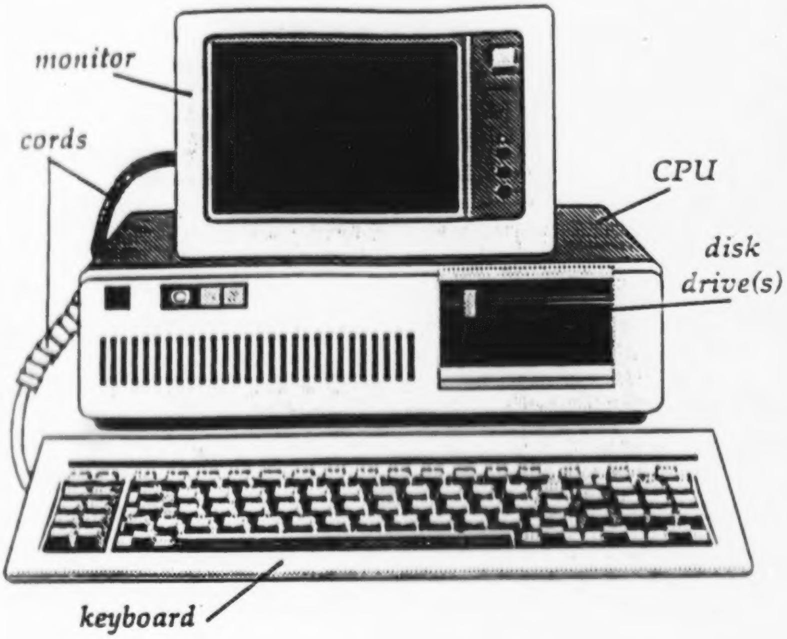
- No technical knowledge of computers is needed. Most software is so easy to use that a learner can start using a computer within seconds, literally.

- The learner doesn't have to know how to type to use a computer. Most software asks the learner to make only a few keystrokes.

- The computer helps learners with special needs or disabilities be successful. Even learners without use of their hands can use computers with special adaptations.

Experience shows that adults who learn basic reading skills on the computer are more likely to read on their own, out of literacy class, than those students who learn by the traditional approach.

What do I need to know to use a computer?



You need to know the parts of a computer:

- A computer has a CPU or Central Processing Unit which is the brain and heart of the computer.
- It has a SCREEN or MONITOR which looks like a TV screen.
- It has a KEYBOARD which resembles a typewriter.
- It has one or two DISK DRIVES. These may be in separate boxes or built into the CPU.
- CORDS or CABLES connect the parts.
- A printer attached to the computer.

How do I turn on the computer?

Turn a computer on by pressing the ON switch. This is usually on one side or the back of the CPU.

Turn on the monitor by pressing the ON switch. It will be on the front or the side of the monitor.

Tutoring more than one learner at the same time

There are sometimes advantages to having two or three learners with compatible developmental levels work together. This approach allows learners to assist one another and to work cooperatively, it allows one tutor to serve more learners, and, it lets more learners take advantage of the computer facilities.

A word of caution: The learners should be comfortable with one another so that the lessons are shared learning tasks.

When tutoring two or three learners simultaneously, follow these steps:

1. Meet regularly with the small group and determine the purpose and goal of each tutoring session. Assign the group to the appropriate software lessons.
2. Discuss the strategy for doing each lesson. Who will work on the keyboard? How will the group decide on the best answer? What if one learner wants to do the lesson more than once? Assist the group in reaching consensus on these issues.
3. Assist the group in getting the software loaded and in starting the lesson. Be available to assist as needed.
4. When the software lesson has been completed, the group may:
   (a) discuss what they learned with the tutor,
   (b) work on reinforcement activities including blackline masters,
   or (c) complete activities appropriate to their individual goals.
5. At the end of the tutoring session, the learners and the tutor should:
   (a) review what they learned,
   (b) suggest ways they can apply their learnings,
   and (c) plan for future cooperative learning sessions.

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INTERESTING WEBSITES FOR TEACHERS

BRIGHT IDEAS FOR THE INTERNET

Barry's Clip Art Server

Need clip-art now?
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Our Sponsor

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Animated GIFs...
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- What's New - Find out what's been added recently.
- Main Index - Tons of FREE clipart. This is your best selection.
- Quick Index - This is where to go if you're familiar with the site.
- FAQ - Please check here before e-mailing me.
- Search - You asked for it, and here it is.

•no fees •no commissions •buy & sell HOnline Auction

- Be-A-Friend - Help support FREE clipart.
- Low Cost Scanning - I don't think you'll get a better price.
- Fun Stuff - Here you'll find my private artboard, chat...
- Useful Software - Image viewers, animation programs, etc.
- Links - Large collection of clipart links...all categorized.
- Yes - please add a graphic link to my site.

Send me a postcard from your hometown...CLICK HERE for my address.
Established 2/11/96 and still growing.

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What does your name mean? parent soup
Enter FIRST name: type name here Go

Top:Education:Adult and Continuing Education:Literacy

GED "online" Search Options
Search all of Yahoo ● Search only in **Literacy**

- **Organizations** *(28)* NEW!

- Literacy Assistance Center NEW! - mission is to support and promote the expansion of quality literacy services.

- Alabama Adult Literacy Resource Center - provides needed educational services to undereducated adults.
- Baltimore Reads, Inc. - provides and supports learning opportunities for adults to become self-sufficient and active participants in the community through literacy.
- Center for Literacy - provides reading, writing, math and English language instruction to thousands of Philadelphia adults each year.
- Marin Literacy Program - offers instruction in reading, writing, and communication by professionally trained volunteers to Marin County adults whose skills are too low to be helped by other services in the county.
- Minnesota Literacy Resource Center - information for adult literacy providers in Minnesota. For the Minnesota/South Dakota region.
- Minnesota's Electronic Literacy Resource System - links to literacy and related organizations for the state of Minnesota.
- National Adult Literacy Database Inc - NALD - Canada's adult literacy information network; (in English and French).
- National Center on Adult Literacy (NCAL) - to provide national leadership in research and development in the field of adult literacy.
- Nebraska Institute for the Study of Adult Literacy
- Ohio Literacy Resource Center - designed to provide information relevant to the adult literacy providers in the state of Ohio.
- PBS LiteracyLink - provides information about this adult literacy project that combines online interactivity and computer technologies with video.
- Rhode Island Literacy Resource Network
- State Literacy Resource Center for Michigan - literacy resource for students and educators. Research from educators around the state is available.
- Union Tribune Dr. Seuss Race for Literacy - 8k run Sunday, June 6-7.

Yahoo! Internet Life shows you the way to the best sites!
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Great Websites

Here are the PC Magazine **TOP 100 Websites**!

Elementary School Page
Middle School Page
High School Page
Websites of General Interest

NEW !

Wonderful Library Resources
Books on line
Virtual Library
Research Paper Help...Great!
Dinosauria Online
KidLink
  Ask Dr. Math
The Nine Planets
  The Complete Works of William Shakespeare
  Betsy Ross Home Page

- **Search Engines**
  Yahooligans ***(kid's search engine)***
  Metacrawler
  Alta Vista
  Excite
  Infoseek
  WebCrawler
  Lycos
  Yahoo
  HotBot
  Search Engine Watch
- **Computing**
  Microsoft
  PC magazine
  SupportHelp.com
  Net Lingo
  HotWired
  Gateway 20000
  Dell
  CNet.com
  Sun Microsystems
  Cisco Systems
  DeveloPages
  Developer.com
- **Educational and Reference**
  The Busy Teachers' Web Site
  Education Llibrary
  Ask Eric
  Web66
  The Discovery Channel
  Sites for Educators from Carrie's
- **People and Places**
  Phone number of (Name)
  Map of Specific Address and Trip
  BigBook: Find a Firm
- **Museums and Parks**
  The Smithsonian Institution
  American Museum of Natural Hist
  California Museum of Paleontolog
  Exploratorium
  Franklin Institute Science Museu
- **U.S.Government Info**
  The White House
  THOMAS: Legislative Information
  U.S. House Of Representatives
  The United States Senate
  CIA Publications
  Census Bureau
  What's New--Library of Congress
- **Reference**
  American Memory
  Answers.com
  Big Book
  CitySearch
  CyberAtlas
  FinanCenter
  Law.Net
  Mapquest
  Monster Board
  Sidewalk
  Switchboard
  Thomas: Legislative Information o Internet

- **Teacher Sites**
  Please Submit your best!
- **Getting Started**
  EFF's Extended Guide to the Internet
  Usenet WWW FAQ
  Techy terms
  Online Internet Books from QUE
- **News**
  USA Today
  CNN Interactive
  The New York Times
  The Wall Street Journal
  The Washington Post
  The London Times
  The Philadelphia Inquirer
  The Chicago Tribune
  The Los Angeles Times
  ABC News
  Intellicast
  Mercury Center
  MSNBC
  Nando Times
  The Red Herring
  U.S. News Online
-

Webreference.com

- **Scholarships** (see Instruction >
- **Weather**
  Tropical Weather
  3-D U.S. Cloud Cover
  3-D Western U.S. Cloud Cover
  3-D Central U.S. Cloud Cover
  3-D Eastern U.S. Cloud Cover
  The Weather Channel

Found a great site send it to rparker@pcs.k12.va.us
Last modified: 4/2/98

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Click above to go to Pittsylvania County Schools Home Page

RELIABLE WEBSITES RECOMMENDED FOR EDUCATORS:

http://web66.cooled.umn.edu
http://members.aol.com/rambandit/workshop/bookmark.htm
http://livepage.apple.com/
http://www.nyscate.org
http://www.kn.pacbell.com/wired/bluewebn/
http://members.aol.com/sailor9232/infoteach.html
http://www.schoolvision.com/drmitchell/pages/bookmarks/bookmarksml
http://www.barrysclipart.com/animatet/ani3.html GREAT CLIP ART

University of Colorado at Denver
School of Education

These sites were found at the University of Colorado. You should take the time to consider some of these resources

K-12 Connections

- K-12 & Beyond (Lee Calvert & Lorraine Sherry)
- http://carbon.cudenver.edu/public/education/k12/schools.html
- Web 66 (University of Minnesota)
- http://web66.coled.umn.edu/
- INSPIRE (OSPI - Washington State).
- http://www.ospi.wednet.edu/
- Community Learning Network (abundant content resources)
- http://www.etc.bc.ca/lists/nuggets/home.html
- Ask ERIC: (Lesson Plans, etc..)
- http://ericir.sunsite.syr.edu
- LiveText ILT Web (Teachers College, Columbia University)
- http://www.ilt.columbia.edu/k12/livetext/menu.html
- Busy Teacher's Web Site (Georgia Tech)
- gopher://cwis.usc.edu/11/Other_Gophers_and_Information_Resources/Gophers_by_Subject/Gopher_Je
- K-12 Gopher Jewels (University of Southern California)
- http://www.gatech.edu/lcc/idt/Students/Cole/Proj/K-12/K12wel.html
- The CoVis Science Classroom (Northwestern University)
- http://www.covis.nwu.edu/Classroom/ClassroomHome.html
- Scientific American Frontiers (PBS)
- http://www.pbs.org/saf
- MathMagic! (Swarthmore – Alan Hodson)
- http://forum.swarthmore.edu/mathmagic/
- EdWeb (Andy Carvin)
- http://k12.cnidr.org:90/resource.cntnts.html
- K-12 Resources (San Francisco State University)
- http://www.itec.sfsu.edu/k12/k12.html
- Collaborating in the Global Classroom (Nancy Schubert)
- http://www1.minn.net:80/~schubert/NickNacks.html
- K-12 Resources from NASA
- http://quest.arc.nasa.gov/OER/
- HotList of K-12 Internet School Sites (Gleason Sackman)
- http://www.sendit.nodak.edu/k12/
- "Cool" i.e., Web-Worthy High Schools (Howard University) of K-12 Internet School Sites (Gleason Sackman)
  http://stargate.con-ed.howard.edu/WebPages/dll/consultants/aja-b/Schools/K-12/coolschools.htm
- MIGIZI's Kid Tested Education Links
- http://migizi.org/inc/Kidlink.html
- Vose School Educational Resources (Vince Riggiano)
- http://www.teleport.com/~vincer/starter.html#general
- News Groups in k12 hierarchy (University of New Brunswick)
- ftp://jupiter.sun.csd.unb.ca/pub/www/news/k12.html
- Scholastic Central
- http://www.scholastic.com/
- K-12 Index Faculty of the Humanities, McMaster University
- http://www.humanities.mcmaster.ca/~misc2/indxk12a.htm
- ArtsEdge (Kennedy Center)

New York State Association for Computers and Technologies in Education

Interesting Sites for Teachers

National Organizations

- American Association of School Administrators
- Association for Childhood Education International
- American Educational Research Association
- American Federation of Teachers (AFT)
- American Library Association
- Association for Supervision and Curriculum Development (ASCD)
- Council for Exceptional Children
- Computer-Using Educators (CUE)
- Consortium for School Networking (CoSN)
- International Reading Association (IRA)
- International Society for Technology in Education (ISTE)
- Music Educators National Conference (MENC)
- National Association of Elementary School Principals (NAESP)
- National Art Education Association (NAEA)
- National Association for Gifted Children (NAGC)
- National Association for Sport and Physical Education (NASPE)
- National Association of Secondary School Principals (NASSP)
- National Council for Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Education Association (NEA)
- National School Boards Association (NSBA)
- National Science Teachers Association (NSTA)
- National Parent Teacher Association (PTA)

Additional Links of Interest to Teachers

Academy for Educational Development -Independent, nonprofit service org. devoted to addressing human development needs.

Access Excellence Network -National network which puts high school biology teachers in touch with each other, scientists, and critical sources of new information.

Apple Education -Information from product design and education research to curriculum solutions and teacher training tools for preschool through high school.

Armadillo's K-12 WWW Resources -Curriculum resources grouped by subject area, as well as links to online museums, field trips, and periodicals.

Ask ERIC Virtual Library -Lesson plans, Ask ERIC's collections, search ERIC database, etc.

Block Scheduling -Thinking about block scheduling? Here's a site devoted to it, and hosted by a school that is in year 7 of its use. Includes links to other schools using block scheduling.

Carrie's Sites for Educators -A collection of curriculum resources in general education, the humanities, social studies, science, and mathematics, with links to "Internet in the Classroom Resources."

[illegible]

Chreods -An electronic journal exploring educational issues with a math education tendency.

Colleges and Universities -Alphabetical listing of Web pages from colleges and universities worldwide. Maintained at MIT.

CollegeNet -Every high school senior's dream site for doing college research. Anyone may browse thousands of institutions of higher learning by various criteria, including location, tuition, and enrollment. After entering some search criteria, a complete list of matching schools appears including name, address, phone, fax, yearly tuition, and enrollment.

Computer as Learning Partner -An ongoing educational research project at the Univ. of Calif. at Berkeley dedicated to informing and improving middle school science instruction.

Cyberspace Middle School -Designed for students in the 6th, 7th, 8th and 9th grades who are using the World Wide Web to help get an education. However, students and teachers in all grades have found it useful.

Daily Report Card -Online newspaper published three times weekly concerning progress toward national education goals. Excellent resource!

Developing Educational Standards - This site is nothing short of amazing! You'll find standards from every state in the union as well as national organizations, and lots of links to everything related to educational standards. Put up by the Putnam Valley (NY) Schools, this site has won every award you can imagine. Go see it NOW!

DeweyWeb - The mission of DeweyWeb is to not only serve information to students, but also attempt to provide them a chance to contribute their own observations, findings, and reflections. DeweyWeb appears to be evolving into a sort of "clearinghouse" for experiments in electronic experiential education (or telecommunications-based education :-). Many projects using DeweyWeb share staff and resources. In this vein, this page consists of pointers to the real projects, where you can find out information about their staff, status, and participants.

Education-related sites -Yahoo is the most popular search engine on the Web. They maintain a continually-updated list of sites related to all areas of education.

Eisenhower National Clearinghouse -Resources for K-12 math and science teachers.

Electronic School -National School Boards' Association quarterly magazine concerned with technology. Interesting articles and links to other sites.

Empire Internet Schoolhouse -The Schoolhouse provides teachers and students navigating the Internet resources for their classrooms.

Environmental Education Network -A clearinghouse for all environmental education information and materials.

ERIC Clearinghouse on Assessment and Evaluation -The ERIC Clearinghouse on Assessment and Evaluation seeks to provide 1) balanced information concerning educational assessment and 2) resources to encourage responsible test use.

From Now On -Written by veteran school Internet consultant Jamieson McKenzie, Ed.D., *From Now On* is an online publication educators will appreciate. Every month, McKenzie addresses a hot issue of interest to Internet-using K-12 educators.

Grants -If you're looking for grant money, check these sites:

- The Foundation Center
- GrantsWeb
- American Communications Assn. Grants and Fellowships Online Index

Mitchell's Bookmarks

Download file to import to your bookmarks at:
http://www.parkcentral.com

Search Tools for WWW Resources

HotBot
Search the Galaxy
veronica
Net Search
WWWW - WORLD WIDE WEB WORM
Excite Netsearch
Open Text
Lycos WWW Search
WebCrawler WWW Search
Alta Vista: Main Page
Infoseek WWW Search
W3 Search Engines
DejaNews Research Service - homepage
AOL NetFind

News Sources for the Learner

The WorldPaper
Vanderbilt Television News Archive
Timecast: Player Plus Setup
CNN Interactive live
CNN Plus: Transcripts
CNN - Destination Mars: Multiplex Vxtreme - 1997
US. Newspapers Online by Map
US Newspapers online Alphabetical
World Wide News Index
Wire Services
Los Angeles Times
Daily News from the United Kingdom
The New York Times on the Web
TimesFax 2
The Nando Times: Last Updated at Feb 15, 1996 6:51 p.m.
Boston Globe Online
The Wall Street Journal Interactive Edition
WSJ Classroom Edition
Asahi-NewsPaper Japan
About USA TODAY
San Jose Mercury Center
Tacoma News/Tribune
San Francisco Chronicle and Examiner
Gopher Site for Archived News
BosniaLINK
United Media Comic Strips
Discovery Channel
RealAudio: ABC News
RealAudio: NPR
Austin American Statesman Archives

LITERACY ONLINE

HOME HELP SITE MAP

ILI

Integrating Technology into the ABE/GED Curriculum

A LitTeacher® Event from PBS LiteracyLink®

Live via satellite · April 23, 1998 · 2-4 pm ET

[closed captioned]

How can we make GED preparation even more meaningful and interesting to our learners? One approach is to make the learning relevant to their everyday lives and better prepare them for changes in society and the workplace by integrating computer technology into the GED classroom.

Adult education teachers are invited to join a live panel of practitioners via satellite to learn:

- how other teachers got started learning about and using technology
- a variety of successful approaches for using computer technology to support learning
- useful instructional strategies for classes with limited technology
- strategies for helping learners develop technology skills while they work on their ABE/GED skills
- how students become empowered by using technology to become active learners
- about barriers others encountered and whether or not they were overcome

This staff development activity is offered **free** until April 2 ($25 after April 2).

If you do not have satellite downlink capability, call your local public television station or community college to see if they will be hosting a site. Or, call PBS customer service toll-free at 1-800-257-2578 to find out where you can attend.

Alternatively, a limited number of individuals/sites will be allowed to register for an Internet connection to the live satellite event through an online auditorium. At a minimum, you'll need Netscape 3.0 or Microsoft Internet Explorer 3.0 and an Internet connection in order to participate. A sound card is necessary to pick up all audio components. If interested, register with the LiteracyLink office at 1-800-257-2578, x8484.

Visit the LiteracyLink Web site at and click on "Upcoming Events" to learn more about the program and register for this live satellite telecast. LiteracyLink is a partnership of

WEBSITES

(compiled by Barbara Marshall at VAELRC and may also be accessed at www.vcu.edu/aelweb/)

Literacy Links

Adult LearningDivision- http://www.vcu.edu/eduweb/CRA/

Appalachia Educational Laboratory - Homepage - http://www.ael.org/ael.htm

Books for New Readers - http://www.sharplink.com/books/

CASAS Homepage - http://www.otan.dni.us/casas/

Center for Adult Learning- http://www.acenet.edu/programs/CALEC/home.html

ED Page- http://www.a1education.com/frames48.htm

Evaluation of Education- http://www.ed.gov/offices/OUS/eval/

Hudson River Center for Program Development - http://www.hudrivctr.org/

Idea List for Non Profits - http://www.contact.org/

Information Literacy Sites- http://www.ed.gov/offices/OERI/PLLI/sites.html

Institute for the Study of Adult Literacy - http://www.psu.edu/institutes/isal/

Internet Directory of Literacy & Adult Education Resources - http://literacy.kent.edu/Midwest/Resc/Litdir/

Internet Directory of Adult Education and Literacy Resources - http://novel.nifl.gov/litdir/elandh/home.htm

Learning Resources Network - http://www.lern.com/

Lern is Your Source- http://www.lern.com/

Literacy Link- http://www.pbs.org/literacy/

Literacy South Home- http://users.vnet.net/litsouth/

Literacy Volunteers of America - http://www.lvanys.org/

National Center for the Study of Adult Learning & Literacy - http://hugse1.harvard.edu/~ncsall/

National Institute for Literacy - http://www.novel.nifl.gov/

Internet, Vocational and Technical Resources

from Carrie's Crazy Quilt

- Hotlist of K-12 Schools on the Internet
- Technology in Education Page - Gorgeous page from Michelle Childress
- CyberSchool
- "From Now On" Electronic Journal
- Web66 - Getting your Classroom set up on the Internet
- Guide for K-12 Schools Wishing to Get on the Internet
- Internet for Kids
- Classroom Connect on the Web
- Free Web Sites Directory
- Make Your Mark on the World Wide Web - Create your own Web site
- Read K-12 newsgroups and subscribe to educational mailing lists
- Email lists for kids
- Intercultural Email Classroom Connections and KIDLINK
- Educational Technology and Integrating Technology in Schools
- Global Show-n-Tell
- MidLink Magazine for middle school kids
- Cyberkids Magazine
- Vocal Point Online Student Newspaper
- Children's page at Wombat.Net
- WWW Lecture Hall - Courses on the Internet
- PEP - Childrens' Software Resources
- Rob's Multimedia Lab
- Macintosh Educators' Site
- WebABLE - information repository for people with disabilities
- The Schoolhouse Project Business Education Page
- Jerome & Deborah's Internet Projects & Technology Page
- The Schoolhouse Project Technology Page
- International Society for Technology in Education
- The Schoolhouse Project Technical and Vocational Education Page
- Kathy Schrock's Vocational Education and Tech Prep Page
- Busy Teachers' Computer Technology Page
- Kid's Web Computer Page
- Computer Dictionary Online

Return to Sites for Educators

This page revised 10/2/1996 by ***Carrie E. Bodensteiner***

All complaints, compliments, suggestions, and favorite links to: ***bodenst@mtjeff.com***.

Social Studies Resources

from Carrie's Crazy Quilt

- Social Studies Resources for K-12 Teachers Excellent page from Dennis Boals

Global Studies:

Including Geography, World Cultures, and Economics

- CIA World Factbook 1995
- Kid's Web Geography Page
- Kathy Schrock's World Geography and World Languages
- Geography and Economics Page by Dennis Boals
- Library of Congress History and Geography
- Carrie's Cultural Resources Page and Mulitculturalism Resources Page
- Economics Resources for Teachers and more Econ Resources
- GNN Currency Converter- Current rates - convert from one currency to another
- PCL Map Collection
- World Flags
- Country Specific Information and Yahoo Regional Information
- Flags and Countries Quiz
- PowerSource: Native American Art/Education Center
- The Viking Network
- Chinese Culture
- Egypt Educational Site
- French Culture
- Australian Aboriginal People
- African Studies on the Web
- GlobaLearn Interactive trips to places in the world
- U.S. Gazetteer Search US locations by name or zipcode
- Tiger Map Service Maps of the U.S.
- How Far is It? Calculate the distance between places
- City Net Virtual Tourist II
- United Nations Info and UN Voices of Youth

Government:

- Supreme Court information and search U.S. Supreme Court Syllabi
- Virtual Tour of the White House
- Information By Agency
- U.S. Federal Governmental Agencies (extensive list)
- CapWeb: A Guide to the U.S. Congress
- Government Gopher Server
- House of Representatives Home Page
- Search for House Bills
- US Senate Gopher
- Thomas - Legislative Information on the Internet
- Election '96
- PolicticsNow Front Page
- Project VoteSmart
- Kid's Web Government Page
- Kathy Schrock's U.S. Government Page

History:

- History and more sources for history students
- Busy Teachers' History Resource Page
- Kid's Web History Page
- Kathy Schrock's History & Social Studies Page
- Gateway to World History
- American History Hypertext searchable
- American History Archive Project
- American Studies Project
- History Collection from the National Digital Library
- The American Civil War Homepage
- Civil War Photos from the Library of Congress
- World War II Archive
- MayaQuest
- Historical Documents
- Christopher Columbus
- Benjamin Franklin Collection
- Holocaust Memorial Museum and Holocaust curricula
- Cybrary of the Holocaust
- Library of Congress Soviet Archives Exhibit

Other Social Studies Topics of Interest:

- Genealogy Resources for K-12 Teachers
- Life histories - the American Memory Project
- Newspapers and Magazines
- Kathy Schrock's Holidays Page
- Social Studies School Service
- The Schoolhouse Project Social Studies Page
- Busy Teachers' Social Studies Resource Page
- Kathy Schrock's History & Social Studies Page
- AskEric Social Studies Lesson Plans

Return to Sites for Educators

This page revised 10/2/1996 by ***Carrie E. Bodensteiner***

All complaints, compliments, suggestions, and favorite links to: ***bodenst@mtjeff.com***.

[redacted] Science Resources

from Carrie's Crazy Quilt

General Resources | Astronomy & Physics | Weather & Geology | Environment & Biology | Chemistry

General Science Resources

- Science and Math Education Resources
- Explorer (Math & Science)
- The Science Page
- Science Learning Network
- Omnibus K-12 Science Server
- NIE-NJ KnowledgeNet Curriculum Resources
- NASA information sites
- Guide to NASA Online Science Resources
- Guide to NASA Online Education Resources
- Science Behind the News
- Problem Solving in the Science Classroom
- Exploratorium Home Page
- Galaxy's Science Home Page
- Newton's Apple
- OMSI Home Page Oregon Museum of Science & Industry
- Science World Museum
- Internet Webseum of Holography
- The Schoolhouse Project Science Page
- Franklin Institute of Virtual Science Museum
- Busy Teachers' Other Sciences Page
- Kid's Web Science and Technology Page
- AskERIC Science Lesson Plans

Astronomy and Physics

- Space Educators Handbook
- Solar System
- Astronomical Internet Resources
- Busy Teachers' Astronomy Resource Page
- Kid's Web Astronomy and Space Page
- Educational Space Simulations Server
- The Nine Planets
- Astronomical Pictures and Animations
- StarChild Learning center for young astronomers
- Views of the Solar System
- SEDS- Students for the Exploration and Development of Space
- The Daily Planet
- Kid's Web Physics Page
- Busy Teachers' Physics Page

Weather and Geology

- UIUC Weather Machine
- Current Weather Maps-Movies

- Kathy Schrock's Weather Sites
- Kid's Web Weather Page
- USGS Internet Science
- Volcanoes Page and Volcano World
- Busy Teachers' Geology Resource Page
- Kid's Web Geology Page

Environment and Biology

- Earth Day Home Page
- Earth Science Teaching Resources
- Busy Teachers' Ecology and Environment Page
- Kid's Web Environmental Science Page
- General Ecology Resources
- K-12 Environmental Education and Endangered Species
- Busy Teachers' Biology Resource Page
- Kid's Web Biology and Life Science Page
- Anatomy Teaching Modules
- Whales of the World Student Activities
- The Tree of Life Phylogeny mega-project
- Access Excellence Biology-related activities for secondary students
- The Electronic Zoo
- Animal Information Database
- The Insects Home Page and Entomology Notes
- The Bug Club for young entomologists
- Safari Splash! Newsletter
- Shark Mania
- Fascinating Facts about Fish
- The Virtual Frog Dissection and also in Spanish, German, Dutch, and French
- Virus Images
- University of California Museum of Paleontology
- Busy Teachers' Paleontology Resource Page

Chemistry

- Periodic Table of the Elements
- Busy Teachers' Chemistry Resource Page
- Kid's Web Chemistry Page

Return to Sites for Educators

This page revised 11/22/1996 by ***Carrie E. Bodensteiner***

All complaints, compliments, suggestions, and favorite links to: ***bodenst@mtjeff.com***.

SciEd: Science and Mathematics Education Resources

What's New at SciEd
Science in the News
Ask Science Questions
Astronomy and Space Science
Physics
Chemistry
Earth Sciences
Biological Sciences
Mathematics
Multiple Disciplines
Paleontology
Anthropology/Archeology
Science Museums and Exhibits
History of Science
Doing Science
Ethics in Science
Skepticism and Pseudoscience
Science Reference Shelf
Suppliers of Equipment and Software
Science Education Organizations
Other Science Links

If you wish to make a comment or submit a link for this page please send mail to scied@bootes.astro.washington.edu

This site is maintained by Alan Cairns. He is solely responsible for any errors.

Equipment and internet connection provided through the HPCC/ESS Project at the University of Washington, George Lake, P.I.

Ask Science Questions

This page contains links valid through 12/23/96. Please let me know if the link is bad or there is a missing site you think should be added. I drew upon many resources to build this page. I have not included medicine, engineering, or general technology but may do so in the future. Two sites which have some of these resources are are maintained by Bill Beaty and Pitsco.

- The Mad Scientist Network Recommended!
- Scientific American Ask the Experts
- New Scientist You need to register first - its free
- Ask Mr. Science Phil Abrams, SCN
- Ask a Scientist - Franklin Institute
- NEWTON Ask A Scientist (telnet, use "bbs" as login name)
- Univ. of Idaho Hypermail Forum (seems a bit dated)
- Ask a Scientist

Individual Subjects

- Ask an Antarctic Expert - International Antarctic Centre
- Ask an Astronaut - National Space Society
- Ask an Astronomer - Sten Odenwald, Morehead Planetarium, UNC, Chapel Hill,
- Ask an Astronomer - Lake Afton Public Observatory
- Ask the Astronomers - SPARTAN 201 and Ulysses scientists
- Ask an Atmospheric Expert - Atmospheric Chemistry and Dynamics Branch, NASA
- Ask a Bubble Expert - Professor Bubbles
- Ask a Capacitor Expert
- Ask a Chemist - Loisiana State University
- Ask a Curator - Santa Barabara Museum of Natural History
- Ask an Earth Scientist - University of Hawaii
- Ask an Ecologist - University of Minnesota
- Ask an Energy Expert - DOE Energy Efficiency and Renewable Energy Clearinghouse
- Ask Dr. Bug (Entomology) - Tom Turpin
- Ask a Geochemist - U of Hawaii
- Ask a Geologist - Geological Survey of Canada (Atlantic), et. al.
- Ask a Geophysics Expert - U of Hawaii
- Ask a Geologist - USGS
- Ask a Gravity Expert- University of Maryland - Gravity questions only, please!
- Ask an Hydrologist - USGS, Washington State
- Ask a Liquid Crystal Expert
- Ask a Marine Instrumentation Expert
- Ask Dr. Math - Swarthmore College
- Ask about Ocean Animals - Sea World
- Ask a Paleontologist - Dino Russ' Lair
- Ask a Photovoltaic Design Expert
- Physics: Ask Dr. Neutrino
- Physical Sciences (ALCOM)
- Ask a Project Galileo Expert
- Population Genetics
- Ask a Sediments & Sedimentary Rocks Expert
- Ask a Seismology Expert
- Ask a Tropical Ecologist
- Ask a Volcanologist - Alaska

WEBSITES

(compiled by Barbara Marshall at VAELRC and may also be accessed at www.vcu.edu/aelweb/)

Literacy Links

Adult LearningDivision- http://www.vcu.edu/eduweb/CRA/

Appalachia Educational Laboratory - Homepage - http://www.ael.org/ael.htm

Books for New Readers - http://www.sharplink.com/books/

CASAS Homepage - http://www.otan.dni.us/casas/

Center for Adult Learning- http://www.acenet.edu/programs/CALEC/home.html

ED Page- http://www.a1education.com/frames48.htm

Evaluation of Education- http://www.ed.gov/offices/OUS/eval/

Hudson River Center for Program Development - http://www.hudrivctr.org/

Idea List for Non Profits - http://www.contact.org/

Information Literacy Sites- http://www.ed.gov/offices/OERI/PLLI/sites.html

Institute for the Study of Adult Literacy - http://www.psu.edu/institutes/isal/

Internet Directory of Literacy & Adult Education Resources - http://literacy.kent.edu/Midwest/Resc/Litdir/

Internet Directory of Adult Education and Literacy Resources - http://novel.nifl.gov/litdir/elandh/home.htm

Learning Resources Network - http://www.lern.com/

Lern is Your Source- http://www.lern.com/

Literacy Link- http://www.pbs.org/literacy/

Literacy South Home- http://users.vnet.net/litsouth/

Literacy Volunteers of America - http://www.lvanys.org/

National Center for the Study of Adult Learning & Literacy - http://hugse1.harvard.edu/~ncsall/

National Institute for Literacy - http://www.novel.nifl.gov/

Blue Web'n Update lists the weekly addition to Blue Web'n, a searchable library of Blue Ribbon Web sites categorized by grade level, content area, and type. Visit Blue Web'n online at
→ http://www.kn.pacbell.com/wired/bluewebn

To subscribe or cancel your subscription to Blue Web'n Update, follow the instructions at the end of this Update.

Blue Web'n is brought to you by the Pacific Bell Education First Fellows at San Diego State University's Department of Educational Technology.

THIS WEEK'S HOT SITE

Aesop's Fables Online Exhibit
http://www.pacificnet.net/~johnr/aesop/
John R. Long has created a Website that will be valuable to a variety of people. Although Aesop's Fables have been online as e-texts for quite a while (i.e., even before 1994), the clean and quick interface of this Aesop's Fables Online Exhibit make it an enjoyable site to visit. Long has gone beyond HTML so that you can browse through the 638 fables here-in (it includes many by Ambrose Bierce) or conduct a word search (or even view a java timeline panorama). This is a fine example of the more powerful contribution a skilled Net citizen can make. One way to integrate this Website is as a support for looking at key themes. For example, a search of the word "truth" turned up The Apes and the Two Travelers, a short and clear morality play on the cost of telling the truth. Teachers could use the site to enhance discussions on literary themes, students could access appropriate fables as introductions to essays, and parents could add the wisdom of these tales to those inevitable discussions on morality.

Grade Level: Elementary, Middle School, High School
Content Area(s): English (Literature) [Dewey #800]
Application type(s): Reference/Tool

THIS WEEK'S NEW LINKS

Distance Education at a Glance...
http://www.uidaho.edu/evo/distglan.html
This outstanding site from the University of Idaho guides educators through all phases of developing and delivering a course at a distance. Guide topics include an Overview, Strategies for Teaching at a Distance,

http://www.DocuWeb.ca/Mexico/1-engl/kids.html	Art of Mexican Native Children
http://www.art.net	Art on the Net
http://arts.endow.gov/Archive/Contents/Artist.html	Arts Community Archive
http://www.lava.net/~colorcom/	Color Matters
http://www.operaed.org	Education at the Met
http://www.mccannas.com/free/freeart.htm	Free Web Art
http://whyy.org/aie/aie.html	Learning Through Architecture
http://nicecom.com/litart/	Little Artist Gallery
http://pchelp.inc.net/paper_ac.htm	Paper Airplanes
http://www.careermag.com	Career Magazine
http://www.careerpath.com	Career Path
http://www.collegeboard.org	College Board Online
http://www.collegeguides.com	College Guides and Admissions
http://www.powerprep.com	SAT preparation
http://www.edworks.com/index.html	Personal planning assistant for college
http://www.product.com/collegebound/	Interactive guide to college life
http://www.studentservices.com/fastweb/	Scholarship search engine
http://www.kaplan.com/career/hotseat/	Mock job interview
http://www.jobweb.org	Links jobs, job seekers, & job-search info
http://www.antdiv.gov.au/aad/exop/sfo/mawson/ video.html	Antarctica Live
http://www.800padutch.com/askamish.html	Ask An Amish Expert

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http://www.atlapedia.com	Key information on all countries in the world
http://cliffie.nosc.mil/~NATLAS/atlas/index.html	Maps
http://www.gis.net/~hammerb/trivia/geogfram/geogfram.html	Geography quiz question of the week – elementary
http://ietn.snunit.k12.il/keypals.htm	Israeli Keypals
http://niikaan.fdl.cc.mn.us/fdltcc/guest/spirit/sms_online.html	Native American Pow Wow Singers
http://www.webcom.com/~bright/petermap.html	Accurate World Map
http://www.worldonline.nl	Latest news and information about world countries.
http://www.worldtime.com	Interactive World Atlas, information on world time, etc.
http://www.druginfonet.com/askmd.htm	Ask a Doctor
http://wwwicic.nci.nih.gov	CancerNet
http://www.youfirst.com/hra.htm	Health Risk Assessment
http://www.ualberta.ca/~jhancock/softwar.html	Health Software
http://www.ncadd.org/youdir.html	Multimedia presentations on danger of alcohol and drug abuse.
http://www.almaz.com/nobel/	Information about winners of the Nobel prize in medicine and Physiology
http://www.chre.vt.edu/~/pe.central/	PE lesson plans, etc.
http://www.runningroom.com/tips/tips.html	Information for runners and track teams
http://www.foundation.sdsu.edu/projects/spark/ index.html	Elementary level PE curriculum and staff development program
http://www.geocities.com/RodeoDrive/1154	Vegetarian Youth Network
http://www.csi.ad.jp/ABOMB/index.html	A-Bomb WWW Museum

http://www.us-history.com	Abridged History of the United States
http://earlyamerica.com	Archiving Early America
http://www.museum.state.il.us/exhibits/athome/ welcome.html	300 years of family and domestic life in the U.S. heartland.
http://www.libertynet.org/iha/betsy/index.html	History of Betsy Ross' life
http://www.biography.com	A&E cable show site. Includes quizzes.
http://blackhistory.ed.com	Britannica Guide to Black History
http://www.teleport.com/~megaines/women.html	Encyclopedia of Women's History
http://historychannel.com	Study guides, classroom resources, etc.
http://www.iearn.org/iearn/hgp/	Holocaust/Genocide Project
http://www.faximum.com/aha	Aha! Poetry
http://www.mindport.net/~arezis/	American Literary Classics
http://www.hti.umich.edu/english/amverse/	The American Verse Project
http://www.tcr.org	The Concord Review – history essays
http://milton.hju.edu:8003/quixote/index.html	Collection of translations and illustrations of de Cervantes' novel Don Quixote.
http://www.wordfocus.com	Focusing on Words
http://www.tiac.net/users/eldred/hawthorne.html	Nathaniel Hawthorne
http://iquest.com/~e-media/kv/poetry.html	Positively Poetry
http://www.stonesoup.com	Stone Soup – literary magazine
http://www.ukoln.ac.uk/treasure/	Treasure Island
http://204.161.33.100/Puzzle/PuzzleList.html	AIMS Puzzle Corner
http://www.centura.com/formulas/whatif.html	Online financial calculators
http://www.geom.umn.edu/docs/education/chance/	Probability and Statistics
http://e-math.ams.org	American Mathematical Society

http://aleph0.clarku.edu/~djoyce/java/elements/elements	Euclid's Elements
http://cml.rice.edu:80/~lanius/frac/	Fractals
http://www.cs.uregina.ca/~hoyle/Lecture/	The History of Computing
http://www.mste.uiuc.edu/stat/stat.html	K-12 Statistics
http://www.erols.com/bram	Math Homework Help
http://cml.rice.edu:80/~lanius/pres/map/	The Mathematics of Cartography
http://www.amnh.org	American Museum of Natural History
http://bugwatch.com/index.html	BugWatch – photos, essays, etc.
http://vulcan.wr.usgs.gov/home.html	Cascades Volcano Observatory
http://tqd.advanced.org/3659/	CHEMystery – online textbook
http://school.discovery.com	Discovery Channel School
http://www.labryinth.net.au	Dr. Don's Termite Pages
http://www.soton.ac.uk/~engenvir/	Engineering and the Environment
http://ess.geology.ufl.edu	Global Change
http://www.nwf.org/nwf/	National Wildlife Federation – lesson plans, activities, workshops, games, riddles, etc.
http://www.tornadoproject.com	The Tornado Project Online
http://www.libertynet.org/iha/valleyforge/writeus.html	Ask a Valley Forge Expert
http://gettysburg.welcome.com/dearmr.html	Dear Mr. Lincoln
http://eawc.evansville.edu/index.htm	Exploring Ancient World Cultures
http://www.humnet.ucla.edu/humnet/folklore/archives/default.html	American Folklore & Mythology Archives
http://www.sscf.ucsb.edu/anth/projects/great.kiva	Great Kiva Online
http://www.sscf.ucsb.edu/anth/graduates/PersonalPages/Ehagen/hes.html	Human History - anthropology

http://www.mcps.k12.md.us/curriculum/socialstd/ss.bookmarks.html	Social Studies Bookmarks
http://www.scriptorium.org/odyssey/	Odyssey in Egypt
http://www.ubp.com	Universal Black Pages
http://www.census.gov/datamap/www/index.html	U.S. Census Bureau Data
http://www.cec.sped.org/home.htm	Council for Exceptional Children
http://www.cec.sped.org/er-menu.htm	ERIC Clearinghouse on Disabilities & Gifted Education
http://liszt.bluemarble.net/select/Education/Gifted/	Gifted Education Mailing List
http://www.eskimo.com/~user/kids.html	Gifted Resources Home Page
http://www.prufrock.com/journal.html	Journal of Secondary Gifted Education
http://www.id.ucsf.edu	Language Based Learning Disabilities
http://www.ldanatl.org	Learning Disabilities Association of America
http://www.pta.org	National PTA
http://www.academploy.com	Academic Employment Network
http://www.nea.org	National Education Association
http://pen.k12.va.us	Virginia Department of Education
http://www.naesp.org	National Association of Elementary School Principals
http://www.nassp.org	National Association of Secondary School Principals
http://www.nsba.org	National School Boards Association
http://www.ascd.org	Association for Supervision and Curriculum Development

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[illegible]	[illegible]
http://www.san-marino.k12.ca.us/~carver/carver.rm9.hp.html	Book Reviews for Middle Grades
http://www.kn.pacbell.com/wired/bluewebn/	Applications Library
http://www.education-world.com	Education World
http://www.monroe.lib.in.us/~lchampel/netadv.html	The Internet Advocate
http://www.classroom.net	Classroom Connect's Lesson Plan Database
http://www.pbs.org/rogers/	Mister Rogers' Neighborhood
http://www.nauticom.net/www/cokids/index.html	Early Childhood Educators' and Family Web Center
http://bubbles.org	Professor Bubbles Official Bubble Page
http://www.ume.maine.edu/~cofed/eceol/welcome.shtml	Early Childhood Education Online
http://www.larrysworld.com/child_safety.html	Child Safety on the Information Highway
http://www.ozemail.com.au/~[illegible]	Animals, Myths, and Legends
http://www.NewsweekParentGuide.com	Newsweek's Parent's Guide to Children's Software

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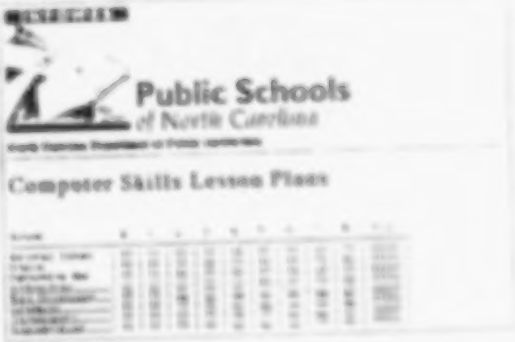
Computer Skills Lesson Plans

http://www.dpi.state.nc.us/Curriculum/Computer.skills/lssnplns/CompCurr.LP.html

Computer Skills Lesson Plans, provided by the North Carolina Department of Public Instruction, features a series of lesson plans to help North Carolina teachers implement the state's computer-skills curriculum. There is at least one lesson for each measure in the computer skills curriculum, as well as links to other curriculum areas.



Public Schools of North Carolina

Computer Skills Lesson Plans

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America's Job Bank

http://www.ajb.dni.us

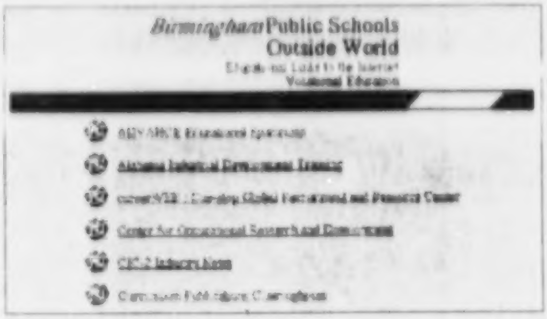
America's Job Bank links 1,800 state employment offices across the country and lists 250,000 jobs.

Welcome to America's Job Bank

Birmingham Public Schools Outside World: Educational Links to the Internet—Vocational Education

http://www.the-matrix.com/bps/outside/vocat.html

Birmingham Public Schools Outside World: Educational Links to the Internet—Vocational Education provides vocational education teachers and students with links to a variety of relevant information, including school-to-work opportunities, outreach projects, training and development Web sites, employment and job opportunities, and curriculum publications.



Birmingham Public Schools
Outside World

Florida School-to-Work Information Navigator

http://www.fsu.edu/~flstwip/fl-stwip.html

Florida School-to-Work Information Navigator provides a variety of school-to-work resources. You can find links to grants and legislation, organizations and contacts, and work/labor employment. You can also subscribe to a mailing list.

FLORIDA SCHOOL-TO-WORK INFORMATION
NAVIGATOR
FLORIDA SCHOOL-TO-WORK CLEARINGHOUSE
Clearinghouse
Other Networks

International Technology Education Association

http://www.tmn.com/Organizations/Iris/ITEA.html

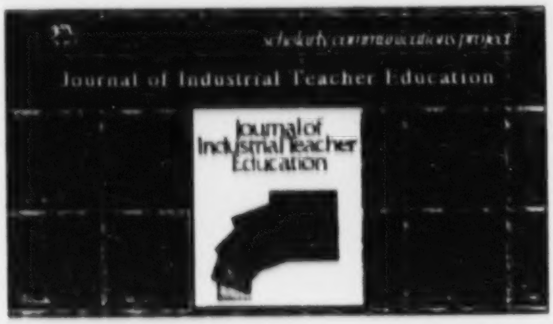
International Technology Education Association (ITEA) contains a variety of information on technology education, including links to several states' technology Web sites. Click on K-12 Programs for links to elementary schools, middle schools, and high schools that have technology education home pages.

ITEA
International Technology Education Association
The Web HUB for Technology Education Resources
ASSOCIATION

Journal of Industrial Teacher Education

http://scholar.lib.vt.edu/ejournal[illegible]/jite.html

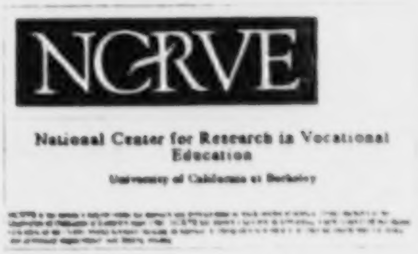
Journal of Industrial Teacher Education is an online journal for vocational education teachers.


scholarly communications project
Journal of Industrial Teacher Education
Journal of Industrial Teacher Education

National Center for Research in Vocational Education

http://vocserve.berkeley.edu/

National Center for Research in Vocational Education (NCRVE), from the University of California, Berkeley, is the nation's largest center for research and development in work-related education. The site provides links to NCRVE publications, newsletters, and digests, as well as other vocational education resources of interest to teachers and students.



NCRVE

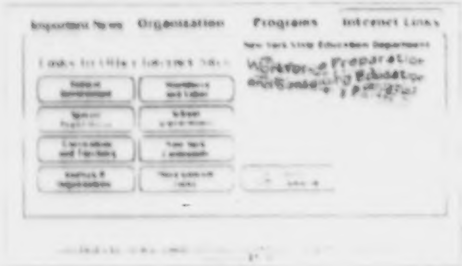
National Center for Research in Vocational Education

University of California at Berkeley

New York State Education Department—Office of Workforce Preparation and Continuing Education

http://www.nysed.gov/workforce/tabwork4.html

New York State Education Department—Office of Workforce Preparation and Continuing Education provides vocational and technology education teachers with links to resources including Curriculum and Teaching, School Improvement, and Journals and Organizations.


Department News
Organization
Programs
Internet Links
New York State Education Department
Workforce Preparation and Continuing Education

Occupational Outlook Handbook

http://www.espan.com/docs/oohand.html

Occupational Outlook Handbook can be read online by teachers and students interested in vocational education. Among its topics are career preparation and training. It also includes a section on tomorrow's jobs.

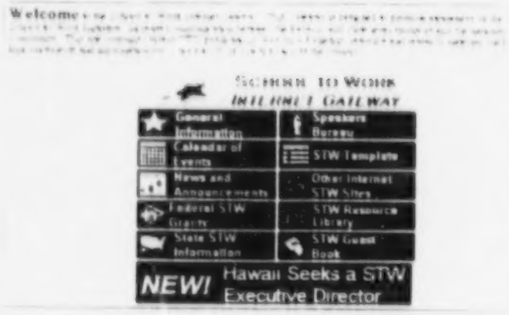
ARTICLES
Occupational Outlook Handbook

BEST COPY AVAILABLE

School-to-Work Internet Gateway

http://www.stw.ed.gov/

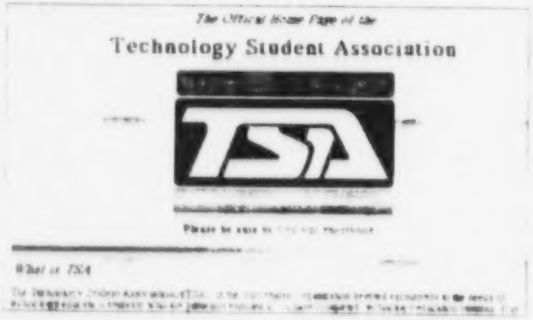
School-to-Work (STW) Internet Gateway site contains current STW publications, resource bulletins, resource and research material, media announcements, and information on school-to-work practices across the country.


Welcome
School to Work
Internet Gateway
General Information
Speakers Bureau
Calendar of Events
STW Template
News and Announcements
Other Internet STW Sites
Federal STW Grants
STW Resource Library
State STW Information
STW Guest Book
NEW! Hawaii Seeks a STW Executive Director

Technology Student Association

http://www.tmn.com/Organizations/Iris/tsawww/tsa.html

Technology Student Association (TSA) is an organization for elementary school, middle school, and high school students interested in technology education. Click on TSA K–12 Program, where you will find a set of programs and activities for students. You can select from among Elementary School Program, Middle School Program, and High School Program. The site also includes links to State Associations and Web Sites of Interest.


The Official Home Page of the

Technology Student Association

TSA
What is TSA

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ESL
WEBSITES

TOGETHER WE CAN DO ANYTHING!

ESL and Bilingual Education

ESL Bilingual

ESL Lesson Plans

CUNY Gopher Menu of ESL Teaching Tips from the City University of New York provides ideas ESL teachers can use in the secondary school classroom. Select from among these topics: Testing and Evaluation, Classroom Techniques and Hints, Computers in ESL, and Books, Periodicals and Other Materials.

Gopher Menu of ESL Teaching Ideas contains suggestions for teaching listening, speaking, reading and writing skills to ESL students in grades 7-12.

Gessler Teacher Tips, suitable for ESL students in grades 5-12, were contributed by teachers and compiled by the Gessler Publishing Company.

Internet TESL Hournal for Teachers of ESL is a monthly Web magazine featuring lesson plans and lesson ideas.

OTAN Gopher Menu of ESL Lesson Plans is a series of ESL lesson plans provided by the California Department of Education's Outreach and Technical Assistance Network. Although designed for adult ESL learners, they are easily adaptable for use in grades 7-12.

Other Resources for ESL

Dave's ESL Cafe on the Web is open 24 hours a day for ESL students and teachers from around the world. Scroll down the page and select from a variety of cafe items. You can take an interactive quiz in the ESL Quiz Center, receive help with questions related to English in the ESL Help Center, search for something in the cafe or on the Web in the One-Stop ESL Search Page, share your experiences with others in the ESL Idea Page, read and add your own writings to the ESL Graffiti Wall, or ask a question of Dave on the ESL Question Page. There are also links to other ESL information for both students and teachers, an interactive message exchange, and an ESL email connection. The site is suitable for grades 9-12.

Employment Resources for Language Teachers, provided by Ohio University, contains information about ESL and other language jobs in the U.S. and abroad

English as a Second Language is sponsored by Online Bilingualism and Language Network (BLN). The site provides links to relevant ESL resources for students and teachers. You can click on The Balance: Students' Pages to take a London tour, practice your English online, and read students' stories. If you click on Teacher and Parent Support Pages you will find classroom materials and links to ESL pages around the world.

ESL Resources for Learners is presented by the Special Needs Education Network. Teachers and learners in the middle school and high school can find resources for such skills as grammar, writing, listening, pronunciation, vocabulary and reading.

Learning English on the Web is a starting point for ESL learners in grades 7-12 who want to learn English through the World Wide Web. The site includes listening, speaking, reading and writing activities.

TESL/TEFL Links, maintained by the Internet TESL Journal, is a large index of resources for the ESL teacher. It provides links for a wide range of topics from Associations and Computer Assisted Language Learning, to Games, Poetry, and Song Lyrics.

Return to the Top of the Page

Bilingual Education

Paso Partners Bilingual Lesson Plans for Grades K-3 provides Bilingual (English/Spanish) lesson plans for Five Senses, Spiders and Dinosaurs accompanied by a selected bibliograpy. Scroll and click on Spanish Translations for the Spanish Version.

Other Resources for Bilingual

Bilingual Education Resources provided by the University of Texas in Austin includes links to government servers, journals, digests and research, math and science resources, and schools and projects online.

Cuentos Infantiles presents five illustrated fables written in Spanish for kids in grades 3-8. Among the titles are: El cuervo y la zorra, Las habichuelas mágicas, El burrito descontento, El conejito ingenioso, and Vaya banquetes.

ERIC Gopher Menu of Bilingual and ESL Teaching Suggestions contains a variety of ideas and teaching suggestions for use in K-12 bilingual/ESL classrooms in a variety of subject areas.

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to collect, analyze, and disseminate information relating to the effective education of linguistically and culturally diverse learners in the U.S. (K-12). The site includes an online library, language and education links, databases, and links to publishers and distributors of teaching materials. You can also subscribe to an email news bulletin and an electronic discussion group.

Primary Education (K-3) Resources for Bilingual Education (Spanish), provided by Estrellita Accelerated Beginning Spanish Reading Program, includes links to resources for teachers. Resources include lesson plans, Carlos' Coloring Book (in English), Buckman Kindergarten Spanish Counting Book, and a Spanish Alphabet Book.

Primary Education (K-3)Spanish Speaking Countries features links to information about every Spanish speaking country in the world.

Museums and Exhibits

Cinco de Mayo is a pictorial tour of the famous battle that celebrates the victory of Mexican forces over the French in the 19th Century.

CLNET Virtual Museum (Building Chicana/o Latina/o Communities Through Networking) allows you to select from among such topics as Art, Music, Dance, Theatre and Film, and Pictorial Essays.

Diego Rivera Virtual Museum is a visual biography with links to information about the great Mexican muralist.

El día de los muertos, written entirely in Spanish, is an online resource containing photos and information about this popular fiesta.

Frida Kahlo Home Page presents the life and work of the famous Mexican artist.

Return to the Top of the Page.

Send mail to Vicki. Send mail to Dick.

Vicki Sharp's email address is:

vicki.sharp@csun.edu
Dick Sharp's email address is:
richard.sharp@csun.edu

Go Back To First Page.

Games and Activities for the English as a Second Language Classroom

A Project of The Internet TESL Journal

The last addition was made on February 01, 1998

This is a page in which teachers can share games and activities which they have found useful in the classroom. If you know a game or an activity which works well with ESL/EFL students which is not yet on the list, please submit it.

The newest additions are at the top of the page.

Adverbial Charades

Level: Any Level

Each student is given a card with a familiar adverb on it--i.e. quickly, angrily, loudly, happily. Then the class tells the student to do something so they can guess what adverb is on the card. They can tell the student to do things in pantomime, like drink a bowl of soup, or really do it in class, like open a door or take a book from the teacher. (Can't recall where I read this idea, but it is fun and can be played in teams.)

Submitted by Gail Shuster-Bouskila

Who am I??

Level: Any Level

You can use use this with any subject. Write the names of famous people (mixed nationalities) on small pieces of paper. Tape a name on the forehead of each student. The individual student should not see his or her paper, but the others should. Then, like with 20 questions, only yes or no questions should be asked. Perhaps start with yourself and ask "Am I am man?" If the answer is yes, I can ask again, but if the answer is no, it's the next person's turn. Play until everyone has guessed who he or she is! This can be played with nationalities, countries, household objects, anything and it's a gas, especially for adult students!!

Submitted by Laura Loder

Guess the Object

Level: Any Level

The teacher prepares cutout pictures that are pasted or taped to index cards. One student selects a card and must describe it in English until another student can guess the object. This is very much like "20 Questions" but instead of the challenge being to ask questions, the bonus is on the cardholder to verbalize the description.

The teacher should be careful to select pictures that reflect the vocabulary level of the students. Simple objects, like "baby", "door" or "car" are good for beginners. Later on, more complicated pictures that suggest actions, scenes and relationships could be used, like: "mother bathing child".

Submitted by Betsy Walker

"Tic Tac Toe" or "Noughts and Crosses"

Level: Any Level

This is a good game for a revision or for a reader's discussion. Divide the class into two groups. Draw a grid of nine squares on the board and write a number on each square (from 1 to 9). Prepare nine questions and set one question for each number. The groups call out the numbers and if they answer the question correctly, they get the point. The goal of the game is to make a line (either horizontal, vertical or diagonal).

Question and Answer Game Activity

Level: Any Level

Usually students answer comprehension questions after a reading. Why not have students create their own comprehension questions? I have and it works well, especially if this activity is turned into a game. I do this by having students in small groups work together to write questions about the text. Only questions which can be answered by the text are allowed. Opinion questions are not allowed. After groups finish writing their questions, they ask their questions to another group which must answer within a specified amount of time (the teacher decides the time according the class level). If the answer is correct and given within the time period, the answering team receives a point. If the answer is incorrect or not found within the time period, the questioning group receives a point, but they must inform the other group of the answer. Each group takes turns asking and answering questions.

Submitted by Greg Goodmacher

Kim's Game on Video

Level: Any Level

The traditional "Kim's Game" uses a tray full of objects to stretch the memory and vocabulary of the players. This version uses moving pictures. Therefore, a larger range of vocabulary, word classes, and phrases can be elicited.

To Play
1. Select any sequence that scans over a large number of objects, people or includes many actions.

Examples:

- The opening of "Masterpiece Theatre"
- The opening of "Miami Vice"
- The toy store in "Home Alone II"
- A display of quiz game prizes

2. Allow players to view the segment once. They are not allowed to take notes.

3 Individually or in groups, form a list of as many of the objects, people or actions in the scene as can be remembered.

4. Play the scene again using still frames to check off the things on the list. Score one point for each correct item but minus one for any item on the list that is not in the scene.

Variation
Narrow the range of things allowable on the list.

Examples:

- Things that start with (pick a letter of the alphabet).
- Things that are (pick a color or quality).
- Things made of (pick a material).
- Things used for (pick an action).

Submitted by Donna Tatsuki

Video Scavenger Hunt

Level: Any Level

Choose a movie, a series of TV commericals or any other video-taped resource that you like or that learners are familiar with and compile lists of things for viewers or listeners to find. It is also possible to prepare a library of films and allow the players to search the tapes.

Each team gets a different list. If only one machine is available, a time limit may be set and the team that finds the most in the alloted time wins. It is also possible to assign this as a week long hunt (on student's own time). In such a case, one tape or many tapes can be used.

Here are some suggested categories:

Information: Ask players to find specific facts or figures. These facts may be verbal or visual. Information found on charts, graphs and in the closing credits of a film are good sources.

Counts: Count the number of times a certain word is said in a clip. Count the number of people or objects of a certain quality (eg. people who are male, or people wearing blue, or objects made of wood). Count the number of people doing a particular activity (eg. people who talk to a particular character, people sleeping in class, people boarding a train). Count the number of times a particular action is performed (eg. number of times a character goes up and down stairs, crosses a bridge, lights a cigarette).

Scenes: Find a particular scene (eg. a love scene), location (eg. a river, Paris), view or social activity (eg. a picnic, a speech).

Speech Acts: Find an example of a speech act. (eg. inviting, refusing, requesting, making an introduction, apologizing).

Submitted by Donna Tatsuki

Concentration Using an Overhead Projector

Level: Any Level

This is a game for the overhead projector. It is a version of the game "Concentration" in which students flip over cards of items to find matching pairs. For the overhead projector you will need to make a grid of squares on a transparency. Five squares across by four down. I make the square about 1.25 inches on a side. At the top of the grid write the letters THINK, one letter over each column. Down the left side of the grid write the numbers 1234, one number to each row. Make a transparency of your grid. Next, cut out cardboard or heavy paper "tents": small rectangular pieces just large enough to cover each space. I call them tents because they have a little flap which I use to pick them up. Prepare the game in advance. You have to think of ten pairs of any item. For example, ten pairs of opposites, ten pairs of irregular past tense forms (get,got) or ten pairs of a picture and a word. Write (or draw) one word or picture in each space in a random fashion. Place the transparency on the OHP (with the light off) and cover each space. When you turn the light on, the students will see the grid but each image or word will be dark. (You will be able to see the words and images illuminated through the paper)

TO PLAY: Instruct the students (and model of course the first time) that they are to pick two squares by calling out a number and a letter for each square. For example T2 and N4. You uncover the spaces as a students calls out the letter. If the two spaces uncovered are a match write the student's name in the spaces with a marker and toss them a prize (a piece of candy serves nicely). If the two spaces are not a match, cover them back up and call a different student. As spaces are uncovered, excitement builds in the classroom until the last two spaces. Since these are obvious winners, you can take the opportunity for teacher inspired humor and call on either the class "comic" making a big display of "Are you sure?" or any other individual who maybe had repeated incorrect answers.

An individual game usually takes between 15 and 20 minutes to complete.

If you keep several transparencies of the grid handy, you can prepare a game pretty fast for the last part of the class. If you are doing a unit on irregular past tense, you can prepare a grid using the specific verbs that you reviewed in the lesson.
This game was introduced to me by veteran Los Angeles Unified School District teacher Vida Hellman (now retired).

Submitted by Barry Bakin

Prove it

Level: Easy to Medium

Give your students one or more statements to prove or disprove. The statements can tie in with the topic or the grammar point of the class. Examples: Nobody in this class likes winter. Everyone here can draw a Volkswagen Beetle car.

Students talk to as many other students as possible to prove/disprove the statements. Then they give feedback to the class: 'This statement is not true. There are at least 5 people in this class who like winter.

Submitted by John Raby (jraby@jiu.ac.jp)

What's the Word?

Level:

Level: Medium to Difficult

On an index card, write a word (example: school) and write 4 or 5 key words that cannot be used to describe that particular word. (Example: teachers, blackboards, students, desks, tests) Any other words can be used except for the words written on the index card. A sample card would look like this:

SCHOOL

teachers
blackboards
students
desks
tests

Submitted by Sandra Duncan

Twenty Questions

Level: Any Level

First one member of the class chooses an object, an occupation, or an action which ever you decide. Then members of the class try to discover what it is by asking questions which can be answered by "yes" or "no"
For example, if the subject is "occupations" then the questions might be like these.
Do you work in the evenings?
Do you work alone?
Do you work outside?

Submitted by Sandy Herman

Simon Says

Level: Easy

This game which is often played by native-speaker children is very useful in the ESL classroom. The person chosen as "Simon" stands in front of the classroom and issues commands. The rest of the class only follows these commands if prefixed with the words "Simon says". If someone follows a command not prefixed by "Simon says", he is out of the game. The last person remaining becomes the next "Simon". Some examples of commands are: stand up, sit down, touch your left ear, say "yes"

Submitted by Joe Brooke

Whispering Game

Level: Easy

Divide the class into two teams. Line up the players. If there's an odd number of players, one can be the teacher's "helper". The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message. Then each player whispers the message to the next player in his group sucessively until the last player gets the message. The team which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.

Submitted by Vera Mello

Hangman

Level: Any Level

Divide the class into two teams. On the blackboard, draw spaces for the number of letters in a word. Have the players guess letters in the word alternating between the teams. If a letter in the word is guessed correctly, the teacher writes it into the correct space. If a letter is guessed which is not in the word, the teacher draws part of the man being hanged. The team which can guess the word first receives a point, then start the game over.

Submitted by Charles Kelly

40 helpful hints & tips, for making your ESL teaching easier and more fun!

This article appeared in the July/August 1994 issue of **Hands-on English**, and was one of our all-time hits! It includes tips from many different teachers. We're including the article here because it is so useful, and hope that you will find it inspiring.

This article is copyrighted by Hands-on English 1994.
You may reproduce the article if you wish but please always include credit to **Hands-on English** (http://www.4w.com/hoe/), and contact information (such as our address). Thank you!

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1 Join a professional organization

Teaching can be a lonely occupation. Connect yourself to a network of people who do what you do and who share your concerns. You'll usually receive newsletters and reduced fees at conferences as a benefit. But consider joining also as a way of lending strength to an organization that can speak up on behalf of immigrants' rights and educators' concerns!

TESOL is the international organization for ESL/EFL teachers with over 20,000 members. (Call 703-836-0774 for information, or go to their website http://www.tesol.edu). There are dozens of smaller, regional TESOL affiliates that you can join as well --your state probably has its own affiliate. And there are other organizations that might relate to the kind of work you do, so keep looking until you get connected!

2 Attend work shops and conferences

Even if you haven't joined an organization, you can still go to conferences, and there's no better way to meet fellow teachers, get some inspiring ideas and see ESL books and materials on exhibit. (Note: if you only want to see the book exhibit, some larger conferences will sell you an exhibit pass for a reduced fee.)

If you can't make it to a conference, try at least to attend some teachers' workshops. Most school districts and community colleges offer training sessions or workshops you can attend. But don't limit yourself just to ESL! You can get good teaching ideas from other areas as well.

3 Start your own support group

Find some fellow instructors who are willing to meet occasionally or have lunch together for the purpose of exchanging thoughts and ideas. A long-term relationship with other teachers can be very beneficial! The members of your group don't have to be from the same school--in fact it some times works better if they are not.

4 Get online

If you have access to the Internet through work or through a commercial e-mail service, sign up for some discussion groups, called "lists." One that we know about is called TESL-L, which provides an opportunity to talk with thousands of ESL professionals internationally. To sign up for this list, send an e-mail message to Anthea Tillyer: ABTHC@CUNYVM.CUNY.EDU You'll receive information on what to do next.

A note of caution: This form of communication is addictive and can take up a lot of your time! You may want to get started during a school break.

5 Get a pile of catalogs

Finding just the right ESL materials for your students can sometimes be a challenge! Get yourself on the mailing list with lots of different publishers so you'll receive their ESL catalogs. You'll find it useful to have a library of catalogs to browse through when you need to.

Start with Addison-Wesley, Heinle & Heinle, Oxford University Press and Regents-Prentice Hall, but also seek out the smaller companies, as they often have great materials. And don't overlook literacy organizations as a source for materials --New Readers Press (Laubach) and Literacy Volunteers of America (LVA) both have extensive catalogs.

Note: Hands-on English published an updated list of ESL publishers and their addresses in the July/August 1997 issue (Vol. 7, No. 2).

6 Get book distributors' catalogs

To get your hands on ESL materials quickly, sometimes it's best to call a book distributor such as DELTA in Illinois (1-800-323-8270), ALTA in California (1-800-ALTA/ESL) or BOOKLINK in New Jersey (201-947-3471). They carry books from many different publishers (although not all) and can usually ship you your order in a couple of days.

7 Get examination copies

Many publishers offer "examination copies" of certain titles to teachers who might be adopting a text for their classes. You usually must submit your request for these on school letterhead; see individual publishers' catalogs for details.

8 Make friends with a librarian

Start a steady relationship with a librarian, either at your institution or at a public library. These people are amazing in terms of what they can find out for you and the services they can provide for your students!

Tell them the kinds of things you are interested in or that you are looking for, and then stop in once a week (with cookies) to pick their brains. You won't regret it.

9 Make friends with the secretarial staff

If you are lucky enough to have secretarial help where you work, they are likely to be overworked and very unappreciated. However, they can provide vital help and information to you and your students, so treat them well and bring cookies.

10 Make friends with a custodian

The other truly powerful person at your school, who can really help you when you need it, is the custodian. Sue Sandeen recommends you get to know the custodial staff before Day One, and again, remember them with cookies.

11 Get a business card

Why is it that so few teachers have business cards? Give yourself a self-esteem boost and order some. They are usually around $25 for a box of 500. This will make it easier for you to network when you go to conferences and meetings.

If you don't have a fancy title, you still deserve a business card! One card we saw said simply: "Bill Smith, Teacher" with the home address and phone number below. Another one we've seen said: "Susan Jones, English as a Second Language In Instructor." Volunteer tutors can often get business cards with the logo of their organization printed on them. This is a great way to introduce yourself as well as to spread the word about your agency.

12 Enroll in a foreign language class

Put yourself in the position of a student and learn what it feels like to struggle with a new language. This experience will improve your teaching in both large and small ways. And by the way, this exercise is worth repeating every few years--even if you already speak a foreign language, you've probably forgotten what it felt like when you started.

13 Keep a private teaching journal

This might sound like extra work, but if you keep a record of what works with your students and what doesn't, you'll find it invaluable in future years when looking for ideas.

We recently looked through some old lesson-plan books and found comments we'd written like "Great lesson!" and "Terrible day" to be extremely unhelpful. Take the extra time to write down what exactly you did and what the students' response was. (This exercise will help you prepare for the next day's lesson at the same time, by reflecting on what has happened so far.)

14 Organize lessons by topic

Adult programs can be especially chaotic. One very effective way to organize what the students are learning is by topics, which the students themselves can determine. Within one topic (whether it's grocery shopping or world peace) there is plenty of room for adjusting to different students' levels and for offering help in all the skill areas the students might need (such as reading, pronunciation, spelling, fluency, etc.) This will be more cohesive from the students' point of view than a series of unrelated language activities.

15 Adopt a textbook series

If your program needs even more structure, Shirley Ostler recommends your program adopt a graded series of ESL texts. The benefit of this is that everybody can clearly see progress, and when students miss a class they can see what they've missed in the book. Many students understandably prefer to have the security of a textbook they can take home and look at or study from. Lesson planning is a little easier when such a text is in place, and yet there is still room for supplementing the material with other creative activities.

16 Always give clear guidelines

When teaching a course, Fiona Savage says one should always give clear guidelines to students at the beginning. These should include not only what course work is expected from students, but also the teacher's expectations as to attendance, punctuality, homework, etc. This will help prevent misunderstandings and problems later.

17 Always have a lesson plan

There is nothing worse than being unprepared, says Michele Bowman. Some people may be able to do lessons "off the cuff" after years of teaching --however, even these people probably have some kind of lesson plan jotted down some where.

18 Always have a backup plan

You never know what's going to go wrong and when, especially in adult programs! Fiona Savage suggests always having a spare exercise or language game up your sleeve. She also suggests preparing more materials than you strictly need for a lesson, as it is sometimes unpredictable how fast a class will work from day to day.

Rick Rosenberg keeps a short-duration activity file on hand at all times, for this reason. His file includes two lists of riddles and answers (students memorize one part and move around the room to find the person with the matching riddle or answer). He also keeps a password-like game called "Just-a-Minute" (by Elizabeth Claire) handy, with his own adaptation of it with vocabulary the class is working on, and a packet of short interesting articles about topics of interest to students.

He keeps this file on hand to reinforce the language or activities of the class, or as something to fall back on if he sees the students want a break or a change of pace.

19 Use real language

Have students study the language that is going on around them. Janice Higdon has her students take Walkman-type tape recorders with them to the workplace, stores, restaurants, etc. and bring language samples into class to study. She also has them bring in written items or forms which they must work with in their jobs or with government agencies.

Using the language the students find, she develops situations for role-playing about restaurants, stores, banks or other business and social situations.

20 Invest in 3x5 cards

There are millions of language activities you can do with plain 3x5 cards. Emily Thrush says she could happily teach English with nothing more than these cards and some markers or pens!

Some of their uses include: flash cards, concentration games, matching games, word order practice, pair work, information-gap activities, and on and on and on. (Pro Lingua Associates has two books with detailed descriptions of card activities--Index Card Games, and More Index Card Games.)

21 Save time by photocopying less

We need to think about saving time and resources in preparing for classes. Abbie Tom points out that one way to do this is to avoid photocopying as much as possible. Instead of copying ten exercises, copy one and think of ten activities you can do with it! Also use dictations in class and newsprint sheets as alternatives to copying.

22 Milk every activity to its fullest

This suggestion is both a time-saver and good pedagogy. Barbara Gottschalk has seen many teachers rush from worksheet to worksheet and textbook to textbook, wearing out themselves and the copy machine in the process! It's sounder teaching practice to fully expand on each item you present.

Here is a check list of questions which Barbara suggests we ask, for example about a story the students have read: Have they talked about it? Have they talked to each other about it? Have they written about it? Have they written about what some one else said about it? Have they read what other students have written about it? Have they done a dictation about it for listening practice? The repetition such activities provide is very important for language learning.

23 Explain the purpose of activities

Adults work better when they know why they are being asked to do something in a certain way. Fiona Savage points out that it's important to include students in your reasons for doing things--not necessarily for everything but at least from time to time. Particularly if students are resistant to the way you are doing something, it is helpful to explain the learning principles behind the method.

24 Reduce teacher talk

Pay attention to the percentage of class time devoted to your speech. Only at the very lowest language levels should you be talking more than your students.

25 Create a community

'Turning the class room into a community of learners' is a phrase we've heard before but may not know how to realize. Joy Kreeft Peyton, National Clearinghouse on Literacy Education (NCLE), says that in a classroom community, everyone has responsibility for seeing that learning happens. This may be hard to achieve at first, but a very helpful book with some guidelines is: The Different Drum : Community Making and Peace by M. Scott Peck (1987 Simon & Shuster).

26 End with success

End every class with a sense of accomplishment, says Sue Sandeen. It's also nice to end with a laugh, or with a game. If possible, say goodbye to each student by name.

27 Have students write you a letter

To find out if students are learning, not getting lost and whether they understand what is going on, institute a regular feedback writing, suggests Susan Simon. Ask the students to write you a letter about what they've learned, what they are confused about, and what they still want to know. Students love getting a personal response, and it is well worth the time.

28 Write dialogue journals with your students

An expanded version of the above suggestion is an actual journal which each student keeps and which you respond to regularly in writing. Using dialogue journals to write back and forth with your students can keep you in touch with what they are really thinking underneath all that classroom talk. (For examples of this technique, see Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English, Joy Kreeft Peyton & Jana Staton, Eds., 1991 Prentice Hall Regents.)

29 Teacher movement

When you present something to students, be aware of your movement, which can convey a lot of meaning. Movement includes your posture, gestures, expressions and appearance, as well as visual aids both planned and unplanned. Karen Camp bell reports that research has shown that 60% of the impact of a presentation is due to movement, 30% due to voice and only 10% due to words.

30 Use "right brain" activities, too

Try to incorporate rhythm, music, drawing, imagination and visualization into your lessons.

For example, Karen Campbell uses an incomplete picture (two wavy lines) which her students have to expand into a picture of something, then write about. Lloyd Rogers likes to invent simple jazz chants suitable for his students or a special occasion. And Shirley Ostler urges us to "sing, sing, sing." Students love it, and it reinforces English intonation patterns and sounds, much as the jazz chants do.

31 Stories with holes

To encourage imaginative thinking, Michael Babayco reads incomplete stories to his students, or little-known fairy tales without the ending. Students have to try to figure out the rest of the story by asking probing questions. Sometimes the activity is done with only "yes" or "no" questions.

32 BINGO games

Lots of teachers have used Bingo games to reinforce language. With her beginning students, Helen V. Jones uses a variation that has AEIOU for the letters. The students get practice in distinguishing the vowel sounds and the numbers (such as sixteen and sixty) in an enjoyable game.

33 Unscramble the letters

As an end-of-class activity, Richard Taylor has a word game that is better than Hangman. He writes a scrambled word on the board (for example, the word 'secretary'). The students try to see how many one-letter words, two-letter words, three-letter words, etc. they can find. They can do this in groups or as a whole class. Can any one (besides the instructor) use all the letters to make one word? This is a good vocabulary builder and can last from 5 to 45 minutes.

34 Question cards

Another filler activity comes from Michael Babayco, who keeps a recipe card box filled with 3x5 cards handy. On these cards he has written a variety of questions that are appropriate to challenge the students' thinking or knowledge. Whenever he has a few minutes, he picks a card and reads it to see who can answer first. As cards get recycled, students get reinforcement.

35 Back-to-back

To encourage use of descriptive words, Michael has 2 students sit back-to-back. One is given a picture of abstract shapes, the other a blank page and a pencil. The first student must describe the shapes, their sizes and their location on the page so the other student can make a drawing that will match as closely as possible to the original. (Tip: For some prepared drawings for this activity, see Talk-A-Tivities by Richard Yorkey (Addison-Wesley).

36 Jokes

Humor is one of the hardest things to share with ESL students, but they love to learn about it. Richard Taylor says he's had good luck with jokes from 8-year olds! For example, "There were thirty sick sheep and ten escaped--how many were left?" (Note: Richard didn't tell us the punchline to this joke, so you'll have to ask an 8-year-old.)

If you can find some 8-year olds to supply you with more jokes, you'll have lots of good teaching material!

37 Guessing game

To review vocabulary, play a "yes"/"no" game, a variation on Twenty Questions. The teacher (or a student) thinks of a word. Other students ask, "Is it _____?" to which the answer can be only "yes" or "no." Sharon Hennessy says this provides lots of fun pattern practice.

38 Vocabulary expansion

When presenting a new word, give not only its immediate meaning but expand on its uses as well. Jim Duber suggests when presenting a verb, always to indicate the prepositions it can take and the different meanings this results in. When presenting a noun, always include an article (a or an) and the term used for counting multiples of the noun, for example: a letter, lots of letters=mail.

Also give real-life examples of how we use this vocabulary.

39 "S" on a stick

Most ESL students have trouble at one stage of their learning remembering to use the 3rd person singular "s" at the end of verbs. Esther Robbins has a clever way to get the students to self-correct this error --she has a large cardboard "S" mounted on a popsicle stick, which she keeps in her briefcase. If the error occurs, she silently holds up the "S" as a reminder. Sometimes she will ask a student to pass the "S" to the one who needs it.

40 Oral history questionnaires

For discussion topics in class, Judith Snoke reports that she's had very good luck with the "Southern Oral History Questionnaire" from the Department of History, UNC/Chapel Hill.

Some of the amazingly effective questions, she says, include: describe the house you grew up in or the home of someone you loved; describe a meal at your childhood home--who is at the table, what do you eat, who serves, who eats first, who shops, who cooks and who cleans up; where do family members sleep, who do they sleep with; what is the naughtiest thing you can remember doing; who supported the family, what kinds of jobs did family members have?

Most libraries have some information on oral history--ask your librarian to help you find similar materials.

Bonus tip-- 41 A reading journal

Encourage students to read by having them keep a journal of what they're reading and what they think about it, suggests Nicole Keshav. This can work for students at many different levels.

Do you have ESL hints & tips you'd like to share with our readers? If so, **Hands-on English** wants to hear from you! Send us your description of something that's worked for you and we may include it in a future issue. Email to: hoe@navix.net

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About Hands-on English

Hands-on English is an ESL publication that comes out six times a year. Subscriptions are $21 per year and are available from: Hands-on English, P.O. Box 256, Crete, NE 68333. Phone: 1-800-ESL-HAND, Fax: 402-826-3997. Email: hoe@navix.net. See our website at: http://www.4w.com/hoe/

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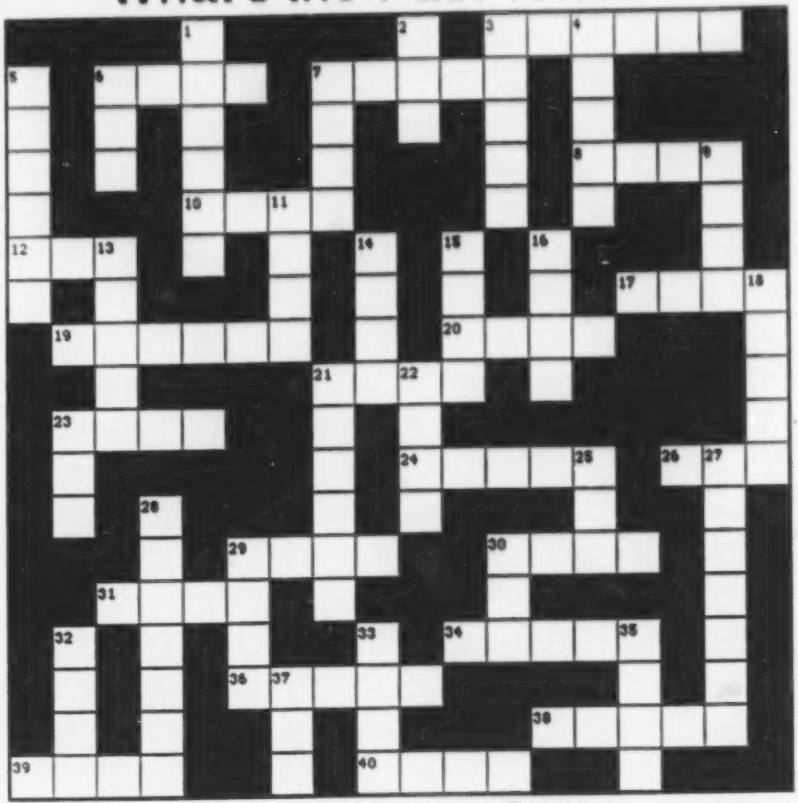
What's the Past Tense?



Across

3. become
6. read
7. speak
8. sing
10. hold
12. hide
17. know
19. fight
20. say
21. feel
23. fall
24. find
26. eat
29. blow
30. make
31. ride
34. stand
36. throw
38. sleep
39. send
40. take

Down

1. catch
2. get
3. begin
4. choose
5. teach
6. run
7. sell
9. give
11. lend
13. drive
14. come
15. cost
16. pay
18. write
21. forget
22. leave
23. feed
25. do
27. think
28. bring
29. bend
30. meet
32. wear
33. keep
35. draw
37. have

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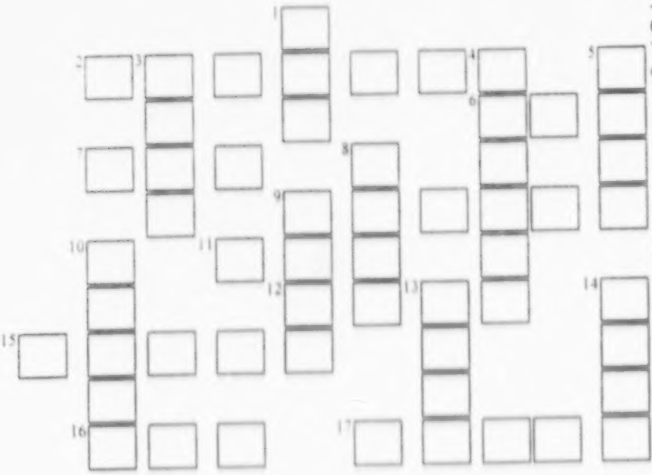
http://www.aitech.ac.jp/~ckelly/

Past Tense 4

What is the past tense of these verbs?

Click on each box to enter letters in the crossword puzzle, then press the **Check Answers** button. If you are stuck, press the **Hint** button to get a letter



Across

2. bring
6. eat
7. have
9. fight
11. feed
12. leave
15. build
16. do
17. sleep

Down

1. put
3. read
4. teach
5. lend
8. ride
9. feel
10. find
13. fall
14. send

For JavaScript-enabled Browsers

For Any Browser
Show the Answers

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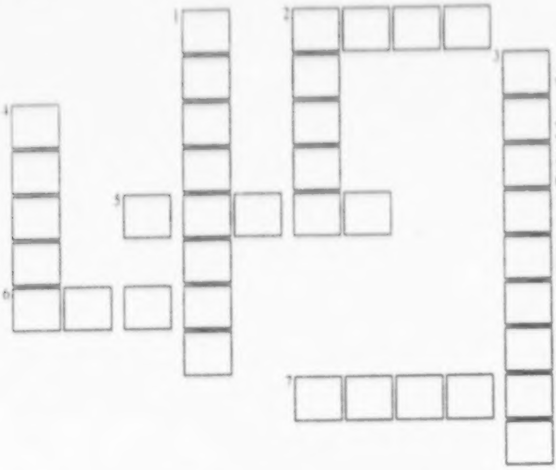
Crossword Puzzles for ESL Students is at http://www.aitech.ac.jp/~iteslj/cw/

Opposite - Adjectives

Click on each box to enter letters in the crossword puzzle, then press the **Check Answers** button. If you are stuck, press the **Hint** button to get a letter.



Across

2. hard-working
5. drunk
6. fat
7. coward

Down

1. shy
2. small
3. modest
4. sharp

For JavaScript-enabled Browsers

For Any Browser
Show the Answers

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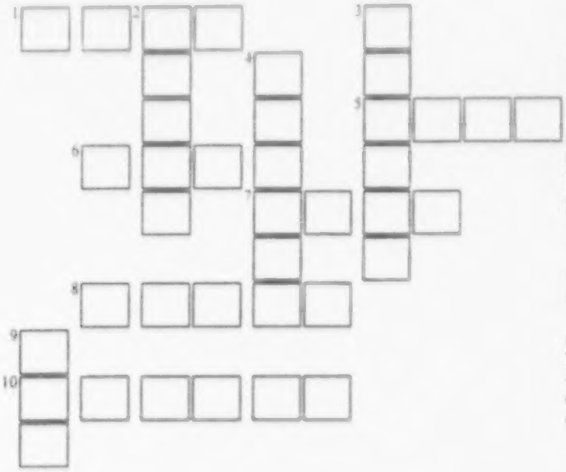
Crossword Puzzles for ESL Students is at http://www.aitech.ac.jp/~iteslj/cw/

Currency

What's the unit of money in these countries?

Click on each box to enter letters in the crossword puzzle, then press the **Check Answers** button. If you are stuck, press the **Hint** button to get a letter.



Across

1. Germany
5. Italy
6. Chile
7. Brazil
8. Switzerland
10. Portugal

Down

2. India
3. Canada
4. Holland
9. Japan

For JavaScript-enabled Browsers

For Any Browser
Show the Answers

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GED
PREPARATION
RESOURCES

WHERE DO I BEGIN?

Internet Resources

You can find links to these pages on SATLINK Internet at
http://www.msba.gen.mo.us/satlink.htm

A&E	http://www.aetv.com/
A*DEC Distance Learning Consortium	http://www.adec.edu
Achievement TV	http://www.achievement.org
Ag Day	http//www.agday.com
PBS Adult Learning Services	http://www.pbs.org/als/
American Chemical Society	http://www.acs.org/edugen2/education/conted/about_tv.htm
Ball State University	http://www.academy.bsu.edu/
BET	http://www.betnetworks.com
Black Issues in Higher Education	http://www.cmabiccw.com
Center for Communication & Educational Technology	http://www.sa.ua.edu/sa/ccet/is.htm
CNN	http://turner.learning.com or http://cnn.com/newsroom
CNBC	http://www.cnbc.com/
C-SPAN	http://www.c-span.org/
Discovery Channel	http://www.discovery.com
Distance Learning Center	http://www.nauticom.net/www/wisc/
Distance Learning Resource Network	http://www.fwl.org/edtech/dlrn.html
EENT	http://www.fema.gov/home/emi/eenet.html
ESPN	http://ESPN.SportsZone.com/editors/studios/index.html
Education Network Maine	http://www.enm.maine.edu
Fairfax Network	http://www.fcps.k12.va.us
Family Channel	http://www.familychannel.com
Gallaudet University	http://www.gallaudet.edu/~ccweb/disted/de.html
HEB-TeleVentures	http://www.televentures.org
History Channel	http://www.historychannel.com/
International Channel	http://www.i-channel.com
Innovation Groups	http://www.ig.org/
ITN	http://www.coe.uga.edu/itn
JEC Knowledge TV	http://www.jec.edu
Kaleidoscope Interactive	http://www.ktv-i.com
Lifetime Television	http://www.lifetimetv.com
LVIS	http://www.house.state.mo.us/info/lvis.htm
MCET	http://www.mcet.edu/
MITN	http://www.mitn.msu.edu
NASA TV	http://www.hq.nasa.gov/office/pao/ntv.html
NUTN	http://www.nutn.odu.edu
National Council of Teachers of English	http://www.ncte.org
National TeleLearning Network	http://ntn.foxmedia.com/
Nickleodeon	http://www.teachers.nick.com
Northern Arizona University	http://star.ucc.nau.edu/
Nostalgia Good TV	http://www.nostalgia-tv.com/home
Oklahoma State University/Arts & Science Teleconferencing Service	http://www.okstate.edu/artsci/extension/asts
Old Dominion University	http://www.odu.edu
Oregon ED-NET	http://www.orednet.org/ednet.html
Ovation	http://www.ovationtv.com
PBS Teacher Resource Service	http://www.pbs.org
Prince William Network	http://www.pwcs.edu/pwnetwork/
SCOLA	http://www.scola.org
SEN	http://sen.wiu.edu/senitweb/senit2.html
SERC	http://www.serc.org/
STEP/STAR Network	http://www.esdtcom.wednet.edu
Sci-Fi Channel	http://www.scifi.com/
Shamu-TV	http://www.bev.net/education/SeaWorld
South Carolina Educational Television	http://www.scetv.org
TEAMS Distance Learning	http://teams.lacoe.edu
Teacher's Workshop	http://www.teachersworkshop.com
Turner Learning	http://learning.turner.com/
U.S. Department of Education	http://www.ed.gov/PFIE
United Star Distance Learning Consortium	http://www.esc20.tenet.edu/star/
University of Kentucky	http://www.ca.uky.edu/agcollege/agcom/geewhiz/geewhizb.htm
Univision	http://www.univision.net
Virginia Satellite Educational Network	http://www.pen.k12.va.us/go/VDOE/Technology/VSEN/
WGN/UVTV	http://www.uvtv.com/wgn/wgn_home.htm
Weather Channel	http://www.weather.com

Some Useful Sites
Software Companies
Teacher Sites
Educational Resources

A.D.A.M. Software, Inc.	www.adam.com/
äda web	adaweb.com
American Studies Web (Sociology & Anthropology)	pantheon.cis.yale.edu/~davidp/soc.html
Annenberg/CPB K-12 Math and Science Project	www.learner.org/k12/
Art Institute of Chicago	www.artic.edu/aic/firstpage.html
Art Tower Mito Museum	sss.soum.co.jp/mito/art-e.html
artnetweb	artnetweb.com/artnetweb/index.html
Artscope	www.artscope.com/index.html
Ask Dr. Math	forum.swarthmore.edu/dr.math/dr-math.html
Ask ERIC	ericir.syr.edu
Association of Teachers of Mathematics	acorn.educ.nottingham.ac.uk//SchEd/pages/atm/proft.html
Australian National University	rubens.anu.edu.au
Calculus & Mathematica Distance Education Program	www-cm.math.uiuc.edu/dep/
California Museum of Photography	www.cmp.ucr.edu
Children's Literature - Resources for Teachers	www.ucalgary.ca/~dkbrown/rteacher.html
Children's Literature Web Guide	www.ucalgary.ca/~dkbrown/index.html
Christie's	www.christies.com/Christie.htm
ClassWeb	www.classroom.net/classweb/
CNN Interactive	www.cnn.com
Contemporary Art Site	www.tractor.com
CSUN Science Education Home Page	www.csun.edu/~vceed002/chem.html
Dia Center for the Arts	www.dia.center.org
Discovery Channel, The	www.discovery.com/
Doc's Education Resource Pages	www.nmia.com/~cram
Edlinks	www.marshall.edu/~jmullens/edlinks.html
Educational Resources for K-12 Mathematics Teachers	www.math.utah.edu/ed/resources/resources.html
EdWeb: Exploring Technology and School Reform	edweb.cnidr.org:90
Eisenhower National Clearinghouse (ENC)	www.enc.org/
Electric Magic Company, The	www.emagic.com
ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)	www.indiana.edu/~ssdc/internet.html
ERIC Language Arts Lesson Plans	ericir.syr.edu:70/11/Lesson/Subject/LanguageArt

ERIC/CSMEE	www.ericse.ohio-state.edu/
eWorld's Educational Resources	www.eworld.com/educational/resources/
Explorer, The	unite2.tisl.ukans.edu/
Falcon Software, Inc.	www.ultranet.com/falconweb/
Family Math	theory.lcs.mit.edu/~emjordan/famMath.html
Fractal computer art	cnam.fr/fractals
From the Depths of the Web: The Ultimate Web Sites	pubweb.acns.nwu.edu/~ela580/fromthedepths.html
Future Graph	forum.swarthmore.edu/~jay/index.html
Gallery of Interactive Geometry	www.geom.umn.edu/apps/
Gallery Walk	http.ecn.bgu.edu/users/mfjg/gallwalk.html
Geometry Forum, The	forum.swarthmore.edu/web.units.html
Global SchoolNet Foundation	gsn.org/gsn.home.html
History Resources	www.arts.gla.ac.uk/www/ctich/histlinks.html
History/Social Studies Web Site for K-12 Teachers	www.execpc.com/~dboals/boals.html
History/Social Studies Web Site for K-12 Teachers	http://host.fed.k12.ca.us/menus/history.html
Houghton Mifflin Math Center	gsn.com/gsn/meta/edu/curr/math/index.html
Information Infrastructure Task Force Committee on Applications and Technology	iitfcat.nist.gov:94
Interactive Physics	www.krev.com/ipinfo.htm
Internet Museum of Holography	www.enter.net/holostudio
Jason Project, The	seawifs.gsfc.nasa.gov/JASON/HTML/MISSION_home.html
Journal of Contemporary Art	www.thing.net/jca
Kathy Schrock's Guide for Educators	www.capecod.net/Wixon/math.htm
Kathy Schrock's Guide for Educators	www.capecod.net/Wixon/wixon.htm
Key Curriculum Press	www.keypress.com/
KidLink World Art Exhibit	www.uic.edu/kidart/kidart.html
KidPub WWW Publishing	escrane.en-garde.com/kids/pub/
Language Arts Home Page, The	splaws.spp.cc.il.us/project5.htm
Language Arts Pavilion, The	pen.k12.va.us/Anthology/Pav/LangArts/LangArts.html
Language Arts Room 400	www.classroom.net/classroom/LangArt.htm
Learning in Motion	www.learn.motion.com/
Lesson Plans and Resources for Social Studies Teachers	www.csun.edu/~hcedu013/index.html
Listing of Macintosh CD-ROMs for Sale	www.cdromshop.com/cdr/cdshop/mac/cat24.html
LOGAL Software Inc.	www.logal.com/
Los Angeles County Museum of Art	www.lacma.org
Louvre Museum	www.paris.org:80/Musees/Louvre
Math Magic	forum.swarthmore.edu/mathmagic/
Mathematica in High Schools	www.wri.com/mathematica/edu/hs.html
Mathematics and Molecules	cwis.nyu.edu/pages/mathmol/mathmol2.html
MECC	www.mecc.com/MECCHOME/About.MECC.Stuff/About.MECC.html
METIP	www.cs.washington.edu/research/metip/metip.html

Metropolitan Museum of Art	www.metmuseum.org/
Museos	www.ivc.com.mx
Museum of Computer Art	www.dorsai/org/moca
NASA/Goddard Space Flight Center	www.gsfc.nasa.gov/education/education_home.html
National Academy of Science	www.nas.edu/nap/online/nses/
National Center for SuperComputing Applications (NCSA)	www.ncsa.uiuc.edu/edu/RSE/
National Council for Social Studies (NCSS)	www.ncss.org/home/ncss/
National Council of Teachers of Mathematics	www.pbs.org/mathline/nctmhome.html
National Gallery of Canada	national.gallery.ca/
National Museum of Art	www.nmaa.si.edu
National Science Foundation	stis.nsf.gov/
National Science Foundation World Wide Web Server	www.nsf.org
National Science Teachers Association	www.nsta.org/
National SuperComputer Program, The	www.llnl.gov/sci_educ/nesp.html
NCRL home page for math education	cedar.cic.net/ncrel/sdrs/areas/ma0cont.htm
NCTM Math Standards	www.enc.org/cd/NCTM/280dtoc1.html
Newberry, Caldecott and other ALA Awards - 1996 Winners	www.ucalgary.ca/~dkbrown/ala96.html
Nice Geography Servers	www.frw.ruu.nl/nicegeo.html
Numerous html links to other sites	204.161.33.100/Links/links.html
Oak Ridge Institute for Science and Education (ORISE)	www.orau.gov/orise.htm
Other Science Related WEB PAGES	hub.terc.edu:80/physics.html
Pace Wildenstein	www.razorfish.com/pace
Paris Tour	www.paris.org
Pasco Scientific	www.macfaq.com/vendor/software/1388.html
Pushkin Museum of Fine Arts	www.rosprint.ru/art/museum/pushkin
Reader's Corner	www.cris.com/~kkoluch/readers.html
Resources for Science and Mathematics	hub.terc.edu:70/1/hub
Sandra Gering	www.interport.net/~gering
Science Education Associations Home Page	science.cc.uwf.edu/
Science Educational at Las Alamos Labs	www.education.lanl.gov/SEP/EducationNEW.ht
SEDS Space Internet Space Warehouse	seds.lpl.arizona.edu
Sistine Chapel Tour	www.christusrex.org/www1/0-Tour.html
Smithsonian, The	www.si.edu/
Social Studies Resources	www.teleport.com/~vincer/social.html
Social Studies School Service	socialstudies.com:80/who.html
Social Studies Sources	www.halcyon.com/howlevin/social.studies.htm
Sotheby's	www.sothebys.com
Sunburst Communications	www.nysunburst.com/
Surf Report	www.info.apple.com/educational/sorfrep.html
TalkBack! A Forum for Critical Discourse	math240.lehman.cuny.edu/talkback
Teachers Lounge	www.classroom.net/classroom/TeachL.htm

Tenth Planet	www.tenthplanet.com/
Thomas (text of legislation files)	thomas.loc.gov/
Urban Desires	www.desires.com
USRA Earth Systems Science Education Programs	www.usra.edu/esse/ESSE.html
Webb 66	web66.coled.umn.edu/
WebMuseum	sunsite.unc.edu/louvre
WebMuseum, Paris	sunsite.unc.edu/wm
Wentworth Clip Art	ftp.classroom.net/wentworth/Clip-Art/
Whitney Museum of American Art	www.echonyc.com/~whitney
Yahoo Search home page	www.yahoo.com/

I apologize if any of these sites have incoorect addresses. I tried very hard to type them all correctly, but sometimes it is almost impossible to interpret the site address. Let me know if you find any corrections.

SUPPLEMENTAL RESOURCES FOR ABE/GED/ESL EDUCATIONAL TECHNOLOGY

Bryant, Mary Helen. Integrating Technology into the Curriculum. Huntington Beach, CA: Teacher Created Materials, Inc., 1996

Haag, Tim. Internet for Kids. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.

Pereira, Linda. Computers Don't Byte. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.

Rosengart, Terry. Writing and Desktop Publishing on the Computer. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.

Sharp, Vickie F, et.al. The Best Web Sites for Teachers. International Society for Technology in Education, 1996.

PACIFIC ✶ BELL

WELCOME TO BLUE WEB'N

a library of Blue Ribbon learning sites on the Web

To get started, browse the Content Table,
browse by Subject Area,
or try a Refined Search.

To get weekly updates, enter your e-mail address: ☐ Send

ABOUT THIS SITE SEARCH BROWSE WEEKLY UPDATES HOT SITE SUGGEST A LINK

BROWSE THE CONTENT TABLE

To browse the Content Table, click on any underlined word below. To browse by specific content area (e.g. "Chemistry" or "U.S. History"), try our clickable Content Area List.

	Web Based Tutorials	Web Based Activities	Web Based Projects	Unit & Lesson Plans	Hotlists	Other Resources	References & Tools
Arts	2 Tutorials	13 Activities	1 Project	16 Lessons	14 Hotlists	42 Resources	8 Refs/Tools
Business	3 Tutorials	5 Activities	2 Projects	4 Lessons	9 Hotlists	12 Resources	1 Ref/Tool
English	4 Tutorials	37 Activities	7 Projects	18 Lessons	15 Hotlists	92 Resources	13 Refs/Tools
Foreign language	2 Tutorials	3 Activities		2 Lessons	4 Hotlists	14 Resources	7 Refs/Tools
Health & Physical Education		6 Activities		4 Lessons	17 Hotlists	43 Resources	3 Refs/Tools
History & Social Studies	2 Tutorials	43 Activities	27 Projects	18 Lessons	26 Hotlists	138 Resources	25 Refs/Tools
Mathematics	6 Tutorials	30 Activities	7 Projects	17 Lessons	10 Hotlists	25 Resources	3 Refs/Tools
Science	17 Tutorials	48 Activities	26 Projects	49 Lessons	35 Hotlists	144 Resources	19 Refs/Tools
Technology	15 Tutorials	9 Activities	16 Projects	4 Lessons	19 Hotlists	114 Resources	19 Refs/Tools
Vocational Education	5 Tutorials	4 Activities		7 Lessons	3 Hotlists	28 Resources	4 Refs/Tools
Education	6 Tutorials	6 Activities	3 Projects	11 Lessons	35 Hotlists	172 Resources	14 Refs/Tools
Community Interest	3 Tutorials	14 Activities	2 Projects	3 Lessons	28 Hotlists	105 Resources	27 Refs/Tools

Additional Sites

	Web Based Tutorials	Web Based Activities	Web Based Projects	Unit & Lesson Plans	Hotlists	Other Resources	References & Tools
Arts	2 Tutorials	10 Activities	1 Project	13 Lessons	14 Hotlists	37 Resources	7 Refs/Tools
Business	2 Tutorials	5 Activities	2 Projects	4 Lessons	8 Hotlists	10 Resources	1 Ref/Tool
English	4 Tutorials	32 Activities	7 Projects	13 Lessons	16 Hotlists	83 Resources	12 Refs/Tools
Foreign Language	2 Tutorials	3 Activities		2 Lessons	5 Hotlists	14 Resources	5 Refs/Tools
Health & Physical Education		5 Activities		4 Lessons	16 Hotlists	35 Resources	2 Refs/Tools
History & Social Studies	2 Tutorials	30 Activities	24 Projects	18 Lessons	28 Hotlists	118 Resources	17 Refs/Tools
Mathematics	6 Tutorials	30 Activities	7 Projects	18 Lessons	9 Hotlists	24 Resources	3 Refs/Tools
Science	16 Tutorials	37 Activities	24 Projects	47 Lessons	33 Hotlists	126 Resources	16 Refs/Tools
Technology	15 Tutorials	5 Activities	15 Projects	4 Lessons	17 Hotlists	105 Resources	16 Refs/Tools
Vocational Education	5 Tutorials	3 Activities		6 Lessons	2 Hotlists	24 Resources	2 Refs/Tools
Education	6 Tutorials	4 Activities	3 Projects	10 Lessons	35 Hotlists	157 Resources	11 Refs/Tools
Community Interest	3 Tutorials	12 Activities	2 Projects	3 Lessons	31 Hotlists	95 Resources	25 Refs/Tools

HOME ABOUT THIS SITE SEARCH WEEKLY UPDATES HOT SITE SUGGEST A LINK

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Applications Design Team/Wired Learning
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GED Math Online

Lesson One

Welcome to GED Math Online! The GED Math course is a general, all-round math course, covering basic arithmetic, fractions, decimals, percents, basic algebra and geometry. If you would like to see a detailed list of the skills covered in GED Math, have a look at the Skill List for the GED, and scroll down to the lower part of the page. This may look like a **lot** of skills to cover, but you probably know some of them already.

Do you consider yourself to be "good" in Math? Many people consider Math to be a difficult subject; or perhaps they think that they are just too "stupid" to understand it. In fact, there is nothing terribly difficult about Math. People who have trouble with Math often are just lacking good solid arithmetic skills.

What are **good solid arithmetic skills**? Having good arithmetic skills means that you are able to do basic adding, subtracting, multiplying and dividing; quickly, "in your head", from memory. You should be able to answer questions like these *from memory*, without having to figure them out each time:

1	4 + 8 =
2	20 ÷ 5 =
3	7 x 3 =
4	11 - 6 =
5	3 + 9 =
6	8 x 5 =
7	14 - 9 =
8	48 ÷ 6 =
9	4 x 8 =
10	7 + 5 =
11	64 ÷ 8 =
12	16 - 7 =
13	12 - 4 =
14	2 x 6 =
15	72 ÷ 9 =
16	7 + 7 =
17	9 x 6 =
18	11 - 9 =
19	8 + 6 =
20	35 ÷ 5 =

Ready for the answers? Here they are:

(1)12
(2)4
(3)21
(4)5
(5)12
(6)40
(7)5
(8)8
(9)32
(10)12
(11)8
(12)9
(13)8
(14)12
(15)8
(16)14
(17)54
(18)2
(19)14
(20)7

How did you do? If you were able to complete the quiz in not much more than 60 seconds, *and* get all the right answers, your arithmetic skills are probably pretty good! If not, it would be a wise idea to build up the skills you're lacking. We've included several extra pages for this lesson, to help you practise basic number facts:

- Do you need help with your basic addition and subtraction facts? Click here for the addition fact sheet, and here for the subtraction fact sheet. Each sheet will print off onto a regular-size (8 1/2 by 11") piece of paper: you can then memorize the facts and get someone to quiz you on them. When you are confident that you have them memorized, try our Add and Subtract Quiz.
- Do you need help with your multiplication facts (times tables)? Click here for a set of multiplication flashcards (from the 1x to the 9x). Don't forget to pick up the Multiplication answer sheet, too! And, when you're ready, try the multiplication quiz.

Are your basic arithmetic skills already pretty good?

It might be a good idea for you to go out and buy (or borrow) a GED textbook nov, so that you can look over the math section there. Try one of the pre-tests (these are usually at the leginning of the book). This will give you a clearer idea of what sections you already know, and wich ones you are going to have to concentrate on.

That's enough for this week! Work on your arithmetic skills, try the quizzes (wher you're ready), and start thinking about getting your own copy of a GED textbook. (For more informaion about choosing a book, click here.)

Next week: place value and rounding.

Return to GED Online Home Page.

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What You Need to Know....

Skills for passing the GED

Here is a list of all the little skills that go toward knowing what you need to know to pass the GED. You probably know some skills on the list already. You'll find a similar list, organized as chapter or unit headings, at the beginning of most GED textbooks.

Writing Skills:

from writing a sentence to writing an essay

- Writing simple sentences
- Adding information in sentences
- Separating run-on sentences into paragraphs
- Paragraphs: topic sentence
- Paragraphs: supporting details
- Paragraphs: ordering details
- Paragraphs: editing
- What is an essay?
- Organizing paragraphs in an essay
- Limiting your ideas; expanding your ideas
- Editing the essay
- Revising the essay
- The essay as a response: answering the question
- Writing within a time frame

Writing Skills:

rules

- What is a noun?
- Identifying verbs
- What is a sentence?
- Tenses of verbs: past/present/future
- How verbs change
- Subject/Verb agreement: introduction
- S/V agreement: interrupting phrases
- S/V agreement: inverted order
- S/V agreement: here & there
- S/V agreement: compound subjects
- Kinds of verbs
- Irregular verbs
- Past participles

- Parellel structure
- Use of commas in series
- Sentence fragments
- Run-on sentences
- Co-ordinate conjunctions
- Subordinate conjunctions
- Use of commas with conjunctions
- Capitalization: proper nouns
- Capitalization: titles
- More use of commas
- Commas vs. semicolons
- Pronouns: number, gender, person
- Pronouns: relative
- Use of apostrophe/possession
- Possessives vs. plurals
- Spelling: how much do you need?
- Spelling: plurals
- Spelling: frequently confused words
- Spelling: silent letters
- Spelling: apostrophe use

Reading:

skills for the **Social Studies**, **Science** and **Interpreting Literature and the Arts** exams

- What is reading comprehension?
- Identifying your personal strengths
- Finding the main idea
- Finding supporting details
- Application of knowledge: science
- Application of knowledge: socials
- Fact vs. opinion and hypothesis
- Identifying cause & effect
- Understanding fiction
- Evaluating what you read
- Charts and Graphs

Reading:

background reading for each subject

Literature -

- Popular and Classical Non-fiction
- Commentary
- Popular and Classical Fiction
- Popular and Classical Drama
- Popular and Classical Poetry

Socials -
- Geography
- Behavioural Sciences
- Economics
- Political Science
- Canadian *or* American History

Science -
- Biology: Cells and Plants
- Biology: Animals
- Earth Science
- Chemistry
- Physics

Math

- Place value: ones, tens, hundreds, etc.
- Rounding numbers to the nearest ten, hundred, etc.
- Basic arithmetic facts
- Adding
- Subtracting
- Multiplying
- Dividing
- Arithmetic word problems
- Use of an unknown
- Different symbols for multiplying and dividing
- Exponents
- Order of operations (Part 1)
- Multistep word problems
- What is a fraction?
- Equivalent fractions
- Reducing fractions, raising denominators
- Mixed numbers, improper fractions
- Adding fractions
- Subtracting fractions
- Multiplying fractions
- Dividing fractions
- What is a decimal?
- Place value & rounding decimals
- Adding decimals
- Subtracting decimals
- Multiplying decimals
- Dividing decimals
- Scientific notation
- Metric measurement

- What is a percent?
- Changing percents to fractions
- Changing percents to decimals
- Finding the "part" in percent questions
- Finding the "whole" in percent questions
- Finding the "percent" in percent questions
- Percent word problems
- Simple interest
- Percent increase and decrease
- Median and mean
- Ratio
- Probability
- Proportion
- Formulas: cost per unit
- Formulas: distance
- Formulas: perimeter
- The number line
- Positive and negative numbers
- Adding and subtracting positive and negative numbers
- Multiplying and dividing positive and negative numbers
- Order of operations (Part 2)
- Algebra: monomials
- Algebra: expressions
- Solving one-step equations
- Solving two-step equations
- Word problems and equations
- polynomials
- Using a co-ordinate grid
- Drawing an equation on a grid
- Introduction to geometry: terms
- Angles
- Perimeters
- Areas
- Volumes
- Triangles
- Pythagorean theorem
- Circles
- more co-ordinate geometry

Return to the GED Online Home Page.

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The Internet TESL Journal

Useful American Idioms

Lawrence Klepinger
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This handout was used over a five-day period as part of a one week intensive English class.

Useful American Idioms

These American idioms will be discussed in class and used in everyday conversational phrases. Students are encouraged to make up their own conversations using the American idioms.

Definition of Idiom: a word or group of words established by usage and having a meaning not understood from the word or words themselves; a certain type of expression common to a language or people.

Directions: Listen to the teacher explain the idiom and write down the definition on the first line. On the second line write your original sentence using the idiom.

1. A nut / nuts

   ____

   ____

2. All part of the game

   ____

   ____

3. Backfire

   ____

   ____

4. Back seat driver

   ____

   ____

5. Bank on

   ____

   ____

6. Bankroll

   ____

   ____

7. Beer belly / Pot belly

   ____

   ____

ENGLISH THROUGH THE INTERNET

An Outline for a Course on Academic Reading and Creative Writing through the Internet: Teacher Trainees work with EFL learners in a Virtual Classroom

---

by Elaine Hoter
Talpiot Teachers college
Israel

This course can be found by clicking here.

Contents

Rationale

Session Outlines

References

Rationale:

The Internet has tremendous potential as a tool for teaching EFL. How can we best utilize this new phenomena so as to enable our students to be part of the global village? By this I mean to prepare them to carry on real correspondence with other learners and native speakers of English throughout the world, to use the internet as a source of knowledge, to incorporate the internet as an integral part of their teaching, and - in the case of this course - to study in a virtual classroom via the internet.

Many people learn how to use the internet as a tool in itself. However, I feel that the internet can be better mastered as a means through which a content area can be taught. By experiencing the Virtual Classroom first hand in a learning experience, the participants will have utilized the tools of the Internet in a meaningful context.

The rationale for this course is based on a pilot course written by a team of three EFL teacher trainers, Jean Vermel, Nili Mor and Elaine Hoter and given in 1996 to student teachers at three separate colleges in Israel via the internet. This course can be found by clicking here. The students - all student teachers - studied an area of EFL collaboratively through the internet in small groups. Each group was led by an on-line instructor and the students worked with their "invisible" group via the internet. This course consisted of 7 modules each dealing with a different area of the internet. The students all learnt the same tools and then applied them to their content area and shared their findings with their groups. The writers of the course hoped that the participants, having actually experienced a virtual classroom first hand, would themselves like to join a virtual classroom with their students after they graduate. This we will only know in the future. However, the students are already using the internet to help prepare their lessons and complete college assignments

The results of this pilot course have proven the value of this type of course. This led me to consider adapting this course to form a Virtual Classroom where learners of English would work with student teachers (training to be EFL teachers) Both groups had one learning aim in common to learn how to use the Internet. However the learners wanted to use this experience to improve their reading and writing skills in English , whereas the student teachers wanted to know how they could use the Internet for teaching academic reading and writing.

My group of EFL students at the Mofet Institute, Tel Aviv, consists of teacher trainers and content area teachers from various teaching colleges throughout Israel who want to learn how to use the internet and improve their English simultaneously. Although more and more material is becoming available on the internet in other languages, most of the material on the internet is in English. this can be a frustrating experience and a deterrent to someone whose native language is not English. In addition many members of the college faculties had little cause to write in English, but now, with email and contacts with colleagues throughout the world , they feel that they now need to improve their written proficiency.

There was also a hidden agenda for the EFL student group. I hoped that the teachers and professors, having taken part in the course, would incorporate elements of the internet into their own classrooms.

Of course, the EFL/ESL population for this course could be any upper intermediate or advance student anywhere in the world, but from the pilot study we have seen the advantage to having both a classroom internet teacher to model and facilitate the use of the internet as well as an on-line instructor to deal with the content area. Therefore the EFL students for this project will consist of classes of EFL students from different parts of the globe with their teachers and on-line instructors. All the EFL participants will be nonnative speakers of English on the upper intermediate level who wish to learn about the internet and improve their writing and reading.

The second group consists of students training to be EFL/ESL teachers. For this first study this group will be a group of students from Snow College, Utah, USA. They will study in class with their teacher Dr. Mary Ann Christison and Jeb Brunn where they will learn the same Internet tools as the other group, but they will then use these tools to teach and give support to the on-line EFL students.

The duration of the combined course will be one semester. Some students will meet with their teacher for 2 hours a week, others will meet every other week for 4 hours.

The participants will be divided into small groups consisting of both student teachers, EFL students and an online instructor. These groups will be used for discussion purposes. A program called Netforum will be used where all the correspondence from all the group can be seen immediately on the web. In addition each EFL student has an on-line student teacher partner. They work together on various assignments, sometimes as equals and other times the student teacher acts as mentor or teacher in the reading and writing process.

An important feature of this course is the on-line lesson plans available for the teachers to use. These include the rationale for each module, problems that might arise and handouts for the students.

The home page for this course also include links to "back to school" pages which will offer information and advice on peer evaluation, process writing, grammar on line etc. a few tutorials on the Internet as additional material, assignments and the list of participants.

Below are the outlines for each learning module. No specific time has been laid down for each module, the teachers will decide a [illegible] as the course progresses taking into account technical difficulties, student access to computers outside of class time etc. However, deadlines will be given to the students on when to hand in the various assignments.

Each module has two teaching aims: one is in the realm of reading and writing skills (the content aim), whereas the other teaches using the internet as a tool (the instrumental aim). The content aim will differ for the two groups of students: EFL students and student teachers.

Session Outlines:

Module I

part 1

Content Aim: basic writing assignment introducing and describing oneself. Reading for details.
The student teachers will then use this information to create a scanning exercise for their on-line partner.

Instrumental Aim: become familiar with the basic functions of netscape : "back" "forward" filling in a form, setting preferences etc.

This will be similar to lesson one of the pilot project
However the writing assignment will be broader.
The introductions will automatically appear on the internet using Netforum.

part 2

Content aim: for EFL students - fluency in writing.Adding sentences to a story around the class through email.
-for student teachers - discussing how and when to correct EFL students on line and give feedback

Instrumental Aim: learning email (cc. inserting attatchment etc)

This part of the module can be taught within the class and is very suitable for situations when the other group is not yet on-line or not studying at the same time!

Module II

Content aim: for the EFL students -beginnings of creative writing, reading different genres,writing in an on-line discussion
- for the student teachers giving feedback, beginning exercises on how to use information on the web for teaching EFL

Instrumental aim: guided surfing on the internet.

The students will choose a pair within their group according to their interests and complete the written assignment of the surfing lesson. The lesson will be an adaptation of the pilot.

This assignment will include a fun writing exercise similar to the ideas here.

The compositions will be sent to the groups and basic peer evaluation will begin. (c.c. to the on-line instructor who will supply necessary assistance)

The final corrected compositions will be "published" on the web.

Module III

Content aim: reading comprehension: scanning, skimming - writing, summarizing and peer correction

Instrumental aim: searching on the net and "mail document" function

The students will begin to surf on the Intertnet to find newspapers on line. Their task will be to scan and skim the newspaper to find articles that will interest their partner and send it to their partner who will read and summarize the article. This unit also includes a treasure hunt - for surfing the Net reinforcement!

Module IV

Content area: extensive reading, writing in the style of...

Instrumental aim: learn how to use various search engines based on lesson 3 of the pilot course. They will then use the search engines to practice searching on the net

Task: In class work on the different search engines and complete the exercise, with your partner, search for a short story on the internet you and your partner would like to read. Agree on a writer or a topic before your search. Read the story and then choose one of the following:

a. role play the story with your partner

b. change the ending of the story - send to partner and comment/correct

c. student teacher suggests a different assignment

Set each other search for assignments.

Module V

Content: reading editorials, writing agreeing and disagreeing

Instrumental: listserv

Task: join a listserv for EFL students or teacher trainers and become an active member . Join another listserv on a topic that interests you.

Go to an editorial and write an article agreeing or disagreeing. Send it to your partner who will write the opposite. You will then do the same for your partners chosen article. Exchange, peer correct and combine into one article using sentence connectors. Each student is responsible for the article he/she chose.

ModuleVI

Content: formal and informal reading and writing

Instrumental: IRC and MOOS

Write a very informal "slangy" letter to another member of your group who will return it to you in as formal a style as possible. Try joining an IRC group discussion and also schmooze university and then discuss the language and style of on line writing with your group.

Extra Material

Content: areas of difficulty and self improvement

Instrumental: Down loading files and programs

Students will try out some of the EFL games on the internet for example The Virtual English Language Center They will down load programs form the Simtel Software Repository .

Assessment:

The on-line teachers will assess the writing and reading assignments in the group and pair work. Each module includes a reading and writing assignment

References:

Frizler, K. [a.k.a. Frizzy] (1995, December 6). The Internet as an Educational Tool in ESOL Writing Instruction. Unpublished Master's thesis, San Francisco State University [WWW document].

Anderson A et al. (1996). Teaching On-line: Internet Research, Conversation and Composition. HarperCollins. New York.

Warschauer, M. (1995). _E-mail for English teaching._ Alexandria, Virginia: TESOL Publications, Inc.

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The Netsearcher's Ultimate Cheat Sheet

As published, Dec. 3, 1996 issue in PC Magazine

Here are the tips, tools, tricks, and know-how you need to search the Web, Usenet, White Pages services and MetaSearch sites.

The following search engines are discussed and analyzed:

- AltaVista, Excite, Hotbot, Infoseek, Lycos, Magellan, Open Text, Webcrawler, and Yahoo!

The following MetaSearch engines are discussed and analyzed:

- All4one, Highway 61, Inso, MetaCrawler, Savvy Search, and SuperSeek.

The following White Pages services are discussed and analyzed:

- Bigfoot, Switchboard, Four11, IAF (Internet Address Finder), and WhoWhere?

The following Newsgroup search engines are discussed and analyzed:

- AltaVista, Deja News, HotBot, Infoseek, and Reference.Com.

Search Engines

AltaVista

www.altavista.digital.com -

What you can search for: Web and Usenet content.

Basic searching: Searches that use an uncapitalized keyword are always case-insensitive `(david = David, DAVID, DaVID, and david)`, and searches using a word with any capitalization are always case-sensitive. Accent marks are treated the same as capitalization. Exact-word searches are the default. AltaVista parses multiterm queries to find pages with any of the keywords (logical OR).

Customizing your search: You can search for a specific Web page element by

Computer Star Award

This award is presented to

____

for achievement in knowing that

"Computers Don't Byte."

Name
Organization
Address
Phone
Fax
E-Mail
RE:

Name
Organization
Address
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